DOCUMENT RESUME

ED 298 283 CE 050 790

TITLE Single Parent and Homemaker Projects Resource Notebook (Working Copy).

INSTITUTION Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.

PUB DATE Aug 87

NOTE 194p.; Some pages are printed with blurred type on colored paper.

PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC08 Plus Postage.

DESCRIPTORS *Accountability; Adult Education; Agency Cooperation; *Coordination; *Displaced Homemakers; Eligibility; Enrollment Influences; *Linking Agents; *Networks; *One Parent Family; Outreach Programs; Participation; Program Implementation; Records (Forms); Statewide Planning; Student Recruitment

IDENTIFIERS Carl D Perkins Vocational Education Act 1984; Ohio

ABSTRACT

This guide is intended to assist developers and providers of programs for single parents and homemakers. The first section discusses the special needs of single parents and homemakers, the provisions of the Carl D. Perkins Vocational Education Act of 1984, and Ohio's single parent and homemaker projects. Section 2 covers the the following aspects of accountability: eligibility requirements, state-required accountability, and local accountability. The third section deals with the following aspects of networking: internal networking; linking internal and external networks; single parent/homemaker advisory committees; child care advisory committees; external networking for program and client support (Job Training Partnership Act, the human services system, Ohio's Fair Work Program, family day care homes, funding for special needs-vocational education); outreach and recruiting; and foundations and other resources. The concluding sections include strategies to address deterrents to participation in adult education, and various sample program materials and forms. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

SINGLE PARENT AND HOMEMAKER PROJECTS RESOURCE NOTEBOOK

(Working Copy)

Darrell L. Parks, Director
Division of Vocational and Career Education
Ohio Department of Education

Joanna Kister, Assistant Director
Home Economics Service
Division of Vocational and Career Education
Ohio Department of Education

Carol Whitney, Supervisor
Sex Equity
Division of Vocational and Career Education
Ohio Department of Education

Sandra S. Thatcher, Program Specialist
Home Economics Service
Division of Vocational and Career Education
Ohio Department of Education

For further information, contact: Home Economics Service
Division of Vocational and Career Education
Ohio Department of Education
65 South Front Street - Room 912
Columbus, Ohio 43266-0308
(614) 466-3046

August, 1987

This publication was supported in part or in whole by federal funds of P.L. 98-524, through the Division of Vocational and Career Education, the Ohio Department of Education. Compliance is assured with the Carl D. Perkins Vocational Education Act of 1984; Title IX of the Education Amendments of 1972; Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; and is in conformance with the Ohio State Plan for Vocational Education. This publication does not necessarily reflect the official position of the U.S. Department of Education.

TABLE OF CONTENTS

A. INTRODUCTION

Single Parent and Homemakers A-1
Carl D. Perkins Vocational Education Act of 1984 . A-2
Ohio's Single Parent and Homemaker Projects . . . A-3

B. ACCOUNTABILITY SYSTEM

Eligibility Requirements B-1
  Federal Requirements B-1
  State Requirements B-2
  Local Decisions B-3
State-Required Accountability. B-4
  SPH Proposals B-4
  Required Funding Source /Disclaimer B-4
  SPH and Child Care Advisory Committees B-4
  SPH Administrative Organization B-4
  Data Collection and Reports. B-5
  Fiscal Accountability B-6
Local Accountability B-7
  Contracts/Communication B-7
  Attendance/Progress Records B-7
  Systems for Payment for Child Care and Travel B-8
  Project II-SS-CS: School-Operated Child Care B-8

C. NETWORKING FOR QUALITY, STRENGTH AND SUPPORT OF PROGRAMS AND CLIENTS

Internal Networking C-1
Linking Internal and External Networks C-1
SPH Advisory Committee C-2
Child Care Advisory Committee C-3
External Networking for Program and Client Support C-4
  JTPA C-5
  Human Services System C-10
  WIN C-13
  Ohio Fair Work Program C-14
  Example of Fair Work/Voc Ed Linkage C-20
  Family Day Care Homes C-21
  Funding for Special Needs - Voc Ed C-24
  Additional Linkages to Explore C-26
Outreach and Recruiting C-26
Foundations and Other Resources C-27

D. SPH REQUEST FOR PROPOSALS (RFP) (Insert local copy)

E. STRATEGIES TO ADDRESS DETERRENTS TO PARTICIPATION IN ADULT EDUCATION E-47

F. SAMPLES

SPH Advisory Committee Minutes F-1
Wayne County Schools Career Center Packet F-9
Ohio Hi-Point Packet F-27
Toledo Public Schools Packet F-41
Miscellaneous Forms F-77
ODHS Compliance Report Form F-117
SPH Border F-125
Income Scales F-126
How to Figure Gross Monthly Income F-132

PART A

A. INTRODUCTION

Single Parent and Homemakers A-1
Carl D. Perkins Vocational Education Act of 1984 . A-2
Ohio's Single Parent and Homemaker Projects . . . A-3

INTRODUCTION

SINGLE PARENTS AND HOMEMAKERS

The "feminization of poverty" is a phrase often heard in recent years--a phrase founded in fact. Women most profoundly affected are single parents--whether they are never-married or are single due to divorce or separation--and displaced homemakers--homemakers who have lost their main source of income through divorce, separation, or death of spouse. Evidence continues to indicate that many American women are still "only a man away from poverty." Statistics abound demonstrating the disturbing status of growing numbers of women of all ages.

- In 1984, 57.1% of all Ohio births were to unmarried teens.
- 50% of teens having a baby before age 18 will never receive a high school diploma.
- 2/3 of all teens who have children are not high school graduates.
- Among women up to age thirty on AFDC, over 60% were teen mothers.
- Children of teen parents are nearly twice as likely to become teen parents themselves as compared to the children of older parents.
- 36% of single mothers maintaining families in March, 1986, were high school dropouts.
- The median annual income for never-married single mothers was $5700 in 1985; for separated mothers, $8130; for divorced mothers, $13,760.
- For single mothers employed in March, 1986, family income averaged $10,830 the previous year.
- From 1970 to 1984, the number of one parent families more than doubled from 3.2 million to 6.7 million. Families maintained by never-married mothers increased by 500% during the same period.
- There are now 11.5 million displaced homemakers in the United States compared with only 4.1 million in 1976.
- The typical divorced woman and her dependents experience a 73% decline in their lifestyle within the first year of the termination of her marriage.
- In Ohio, unpaid child support through 1986 for children in families who receive ADC totals $457,600,000; unpaid child support for children in families who do not receive public assistance totals $153,500,000.
- National estimates show that 33% of all widows live below the poverty line.
- Fewer than 20% of older women collect any pension income.
- The second largest group of chronically jobless people (after minorities) is women on welfare who cost taxpayers more than $20 billion per year. The largest subgroups within poor minorities are women and youth.
- 30% of the single parents and homemakers served by Ohio's Single Parent and Homemaker occupational training tuition and child care and travel support services during fiscal year 1986 had no high school diploma or GED.
- Women, on the average, continue to earn less than two-thirds as much as men.

Lacking adequate or up-dated education and training and having little or no work experience, single parents and displaced homemakers find themselves immobilized by low self-esteem, severe lack of confidence, high levels of stress, many home-related problems, and very limited financial resources.

At the time of the last reauthorization of federal legislation supporting vocational education, the growing numbers of displaced homemakers and single mothers maintaining families were getting ever-increasing attention.

CARL D. PERKINS VOCATIONAL EDUCATION ACT OF 1984
(P.L. 98-524)

It is appropriate at this point to take a look at a bit of the background the legislation which funds Ohio's Single Parent and Homemaker programs and projects and how it came to include provisions for helping single parents and homemakers obtain marketable skills.

The federal law currently supporting vocational education bears the name of one of its sponsors, Representative Carl D. Perkins, whose commitment to vocational education never wavered throughout his 36-year legislative career. Carl D. Perkins grew up in eastern Kentucky and, prior to representing Kentucky in the U.S. House of Representatives, was a teacher working in a small, rural school. Although Perkins eventually left this first career to enter law and then politics, he never abandoned his belief that education was the means for improving the quality of life for individuals and for our nation. He was especially committed to vocational education as he believed it had practical benefits for all students. Therefore, he placed vocational education high on his legislative agenda, sponsoring and steering to passage the Vocational Education Act of 1963. His work did not cease with that law, but instead he fought to strengthen and broaden vocational education through his work as chairman of the House Education and Labor Committee. Through successive reauthorizations of the federal act (1968, 1976, and 1984), Carl Perkins expanded, strengthened, improved and secured adequate funding for vocational education.

The Perkins Act as well as preceding bills embodied changes taking place in our society and in technology. The 1976 reauthorization emphasized sex equity due to the drastic change in the American labor market with the massive entry of women on a fulltime basis.

Perkins introduced the most recent reauthorization bill (H.R. 4164, 98th Congress) in October of 1983. He co-sponsored the bill with 23 other legislators from across America. The House approved the bill in march of 1984 by an extraordinary victory of a 373-4 vote. The Senate had other ideas for the bill, however, and changed much of it toward using 36% of the funds to serve special needs populations. (The House version had channeled most of the funds into improvement, upgrading, and modernization of existing programs). Tragically, Carl D. Perkins died in 1984 before completion of Congress' work on this legislation that now bears his name.

The Perkins Act offers incentives to improve vocational education programming with the adult in mind, to be innovative in drawing on the total capacity of male and female adults, and to expand our vocational - technical education horizons.

The Carl Perkins Vocational Education Act of 1984 focuses strongly on the adult learner to meet the needs of adults for taining, retraining, and employment development. In Titles II, III, and IV, the term adult is used directly and implied by means of descriptors such as single parent, displaced homemakers, consumers, homemakers, etc. Among other things, the Perkins Act pays attention to the needs of women, singles, displaced homemakers and single parents. The inclusion of services for married homemakers who have diminished marketable skills as a result of not working outside the home is a significant change from earlier legislation which was limited to service to displaced homemakers. In 1982 women accounted for 55% of the postsecondary vocational education population. To succeed in vocational education many of these women need special support services and consideration for scheduling difficulties. To meet the goals of the Perkins Act, funding was allocated for child care, travel reimbursements, and other support services to meet the needs of the single parent and homemaker target population.

OHIO'S SINGLE PARENT AND HOMEMAKER PROJECTS
FUNDED BY
THE CARL D. PERKINS VOCATIONAL EDUCATION ACT OF 1984

States have had a great deal of latitude in developing and implementing plans for services to single parents and homemakers within the requirements established by the Perkins Act itself and the final regulations for implementation for the Perkins Act published in the Federal Register Friday, August 16, 1985.

In Ohio, state leadership forthe Single Parent and Homemaker Programs and Projects has been a very successful cooperative team effort between Sex Equity and Home Economics. When the Perkins Act was enacted, vocational education and home economics in Ohio already had a firm programming commitment to assisting single parents and homemakers through two adult home economics programs, Displaced Homemaker and GOALS, and one secondary home economics program, GRADS. Each of these programs helps single parents and/or homemakers to improve their personal living situations, to reduce barriers to education and employment, and to obtain marketable skills. Each program focuses on helping participants develop the confidence level, knowledge base and decision-making skills needed to be able to support themselves and their families. Core curriculum areas include: personal development, career exploration, employability, and resource management. GOALS and GRADS programs include emphasis on additional areas such as the development of parenting skills.

Each program is customized to meet the needs of specific single parent and homemaker populations served:

> **Displaced Homemaker.** Serves displaced homemakers, single parents, and homemakers in financial need.
>
> **GOALS (Graduation, Occupations, And Living Skills).** Serves single parents and homemakers between the ages of 16 and 30 who have dependent children and who have dropped out of school.
>
> **GRADS (Graduation, Reality, And Dual-role Skills):** Serves pregnant and parenting teens enrolled in secondary schools.

The decision was made to use Ohio's Perkins 8-1/2% set-aside for single parents and homemakers to:

- Expand the Displaced Homemaker and GOALS programs (GRADS continues with state funding) - FY88: 22% of Ohio's Perkins SPH funds
- Fund a grant program for vocational education and support services for single parents and homemakers through existing delivery systems - FY88: 71% of Ohio's Perkins SPH funds
- Fund the accountability system, curriculum development, outreach, research, and inservice programs related to the Single Parent and Homemaker programs and projects - FY88: 7% of Ohio's Perkins SPH funds

THE SINGLE PARENT AND HOMEMAKER (SPH) PROJECTS: Eligible school districts or postsecondary institutions may submit proposals in May for any or all of four SPH Project Grants to help single parents and homemakers obtain marketable skills. All project grants require a 20% (of total project budget) local cash contribution.

> Project I-OT: **Occupational Training Grants** to provide tuition support and instructional materials for single parents and homemakers enrolled in occupational training programs funded by the Ohio Department of Education, Division of Vocational and Career Education.
>
> Project II-SS: **Child Care and Transportation Support Services Grants** to make secondary and adult vocational education more accessible to single parents and homemakers. Schools may apply for any or all of four service subcodes under this project:
>
> CS: School-operated child care
> CC: Contract-based child care for purchase of child care from providers licensed or certified by County Departments of Human Services or approved by the Ohio Department of Education.
> CA: Child care allowance provided for single parents and homemakers to purchase child care services
> TR: Travel support provided to secondary and adult students for travel to and from child care sites and/or vocational programs
>
> Project III-IM: **Instructional Materials Grants** to provide resources to support vocational education programs for single parents and homemakers.
>
> Project IV - **Innovative Project Grants** to assist single parents and homemakers to reduce barriers to employment, to obtain marketable skills, and/or to encourage them to enter non-traditional employment. These proposals range widely in focus and purpose.

Schools are strongly encouraged to recognize and confront the special special barriers to education and employment many single parents and homemakers experience. Successful programming includes incorporation of activities which help participants establish support networks, raise self-esteem, and deal effectively with the many and often conflicting demands of family and education or employment.

"Complementary activities" are strongly encouraged to help single parents and homemakers enrolled in occupational training programs develop the confidence and adjunct skills needed to successfully complete their training programs and find and keep employment. "Complementary activities" may include orientation sessions especially for SPH grant recipients; workshops on developing employability skills, single parenting, resource or stress management; counseling; and SPH support group meetings with planned programs.

Provision for parenting education for Project II child care recipients is a requirement for schools receiving Project II Support Service grants. A student's or employee's attendance and performance record is often directly related to parent/child relationships and number and kind of parenting problems. Parenting education activities are not funded with Perkins funds.

Ohio's SPH programs and projects channel Perkins Single Parent and Homemaker monies into providing maximum services directly to the members of the target population who are most in need. Local SPH Project Directors and Coordinators work very hard with a deep commitment to help single parents and homemakers become self-sufficient through vocational education.

PART B

B. ACCOUNTABILITY SYSTEM

Eligibility Requirements B-1
  Federal Requirements B-1
  State Requirements B-2
  Local Decisions B-3
State-Required Accountability. B-4
  SPH Proposals B-4
  Required Funding Source /Disclaimer B-4
  SPH and Child Care Advisory Committees B-4
  SPH Administrative Organization B-4
  Data Collection and Reports. B-5
  Fiscal Accountability B-6
Local Accountability B-7
  Contracts/Communication B-7
  Attendance/Progress Records B-7
  Systems for Payment for Child Care and Travel B-8
  Project II-SS-CS: School-Operated Child Care B-8

Very Important

SPH ACCOUNTABILITY SYSTEM

The SPH Accountability System is designed to --

1. promote and document responsible use of the Perkins Act 8-1/2% set-aside to help single parents and homemakers obtain marketable skills,
2. provide valuable documentation of the need for and benefits of the single parent and homemaker programs and projects, and
3. assure continued quality programming and maximum services for the funds available.

This section includes descriptions of the federal, state, and local accountability guidelines and requirements. Although state requirements include fiscal reports, grant recipient intake and progress report data collection and reporting, and descriptive final reports, much responsibility remains locally to maintain backup accountability records for the state reports and to develop a system of accountability for the daily operation of the SPH projects.

ELIGIBILITY REQUIREMENTS FOR SPH PROJECT RECIPIENTS/SERVICES

FEDERAL REQUIREMENTS:

1. **All recipients of services must meet one of the following definitions:**

    Single Parent: An individual who (a) is unmarried or legally separated from a spouse, and (b) has a minor child or children for which the parent has either custody or joint custody.*

    Homemaker: An individual who (a) is an adult, and (b) has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills.*

    Displaced Homemaker: An individual who because of divorce, separation, or the death or disability of spouse must prepare for paid employment.**

2. **Priority is placed on service to:** a) single parents and homemakers with the greatest financial need, and b) displaced homemakers.**
3. **Services provided must help single parents and homemakers obtain marketable skills through vocational education.***

---

* "Carl D. Perkins Vocational Education Act of 1984" (Public Law 98-524), page 98 STAT 2484

** "Rules and Regulations - P.L. 98-524," Federal Register, Vol. 50, No. 59, August 16, 1985

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

---

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

STATE ELIGIBILITY/SERVICE REQUIREMENTS:

1. Project I-OT (Occupational Training): Eligible adult single parents and homemakers must be enrolled in an occupational training program (120 instructional hours minimum) funded by the Ohio Department of Education, Division of Vocational and Career Education. Enrollment and attendance should be documented. Participation in a Displaced Homemaker or GOALS program is not a state requirement for eligibility for occupational training support.

2. Project II-SS:CS, CC, CA, TR (Child Care and Travel Support Services): Eligible single parents and homemakers who are enrolled in any vocational education program (secondary or adult) funded by the Ohio Department of Education, Division of Vocational and Career Education are eligible for child care and travel support. The program must be directly related to the individual's education/employment goals. Enrollment and attendance must be documented.

3. Project III-IM (Instructional Materials):

   a. All recipients of materials for personal use such as workbooks must be eligible single parents and homemakers. For materials housed in resource centers, clear priorities must be established for use by single parents and homemakers.

   b. Materials purchased must be directly related to helping single parents and homemakers increase their capacity to gain and maintain marketable skills and employment. Parenting and child development materials are not allowable unless focused on work-related areas such as selection of day care, balancing work and parenting, and latchkey children.

4. Project IV-IP (Innovative Projects): Activities of Project IV must clearly focus on the meeting the special needs of eligible single parents and homemakers and on helping them to reduce barriers to employment and to obtain marketable skills.

5. Recipient eligibility including greatest financial need must be documented.

LOCAL ELIGIBILITY/SERVICES DECISIONS:

Comprehensive services to eligible single parents and homemakers who are enrolled in both secondary and adult vocational education programs are strongly encouraged. However, within the limits of the state requirements, establishment of priorities regarding which eligible single parents and homemakers shall be served in which vocational programs is a local decision.

Determination of Financial Need: Criteria for determination of financial need is a local decision; however, such criteria must be clearly defined, consistently applied, and require documentation of need. Consideration of income from all sources including food stamps and subsidized housing is recommended in relation to specific income guidelines. Included in Section F, pp. F-126-131, are established income scales which are often adapted locally for SPH purposes.

In order to stretch your SPH dollars and to meet federal requirements that Perkins dollars will "supplement, not supplant" other resources, refer applicants who are JTPA eligible to JTPA, who are Title XX eligible to Title XX, etc. Ask for documentation of ineligibility for tuition, child care, and/or travel services from other agencies. SPH Projects have more flexibility than most agencies to serve those single parents and homemakers who "fall between the cracks" but still are in great need.

Applicants who can document they are receiving public assistance such as Aid to Dependent Children (ADC) or food stamps have already been thoroughly screened and could be automatically qualified. Check with your County Department of Human Services to determine kinds of evidence you could request for documentation.

For applicants, who are not receiving public assistance, you may request proof of income such as the following documentation required by the Franklin County Department of Human Services. FCDHS clients must provide all of the items that apply to them individually.

1. Last four pay check stubs
2. Letter from employer
3. Court support order
4. Benefits check or photo copy
5. Benefits letter
6. If self-employed, copy of last income tax statement
7. Rental income (statement from tenant)
8. Strike pay
9. If self-employed, bookkeeper's name and phone number

An information packet available from Franklin County Department of Human Services details several other required types of verification of financial status. The FCDHS packet also contains information about the various services available and application procedures. Check with your county Human Services office about the availability of a similar packet.

Other criteria which might be used in addition to income to determine priorities for client eligibility:

- **Age**: Criteria may vary considering other relevant resources (such as JTPA funds for youth or older workers) and vocational programs (such as GRADS) available locally.
- **Education**: Priority inverse to the level of education.
- **Prior Training**: The more limiting the training level, the greater the priority.
- **Dependents**: The more dependents, the greater the priority.
- **Work Activity**: The greater the absence from paid employment,the greater the priority.
- **Work History**: The less work experience, the greater priority.
- **Vocational Program**

Maximum Individual Grants: Maximum amounts an individual may receive through Projects I and II grants are established in the "Request For Proposals" (RFP) and may not be exceeded. Local maximums should be based upon local rates for services and the local supply of and demand for SPH support. Partial grants may be given to applicants with lesser financial need.

Program Priorities: Although single parents and homemakers enrolled in any vocational education programs are eligible for Project II child care and travel support services, local priorities for Project II services should be given to enrollment in occupational training, Displaced Homemaker, GOALS, and/or GRADS programs. Enrollment in non-traditional occupational training programs might be given priorities for Projects I and/or II.

STATE-REQUIRED ACCOUNTABILITY

SPH Proposals:

Your funded SPH proposals together with the guidelines detailed in the "Request for Proposals" (RFP) comprise your basic commitments related to the SPH Grants. Changes within your proposal may be requested during the fiscal year by briefly stating the requested change(s) and justification in a letter to Sandra S. Thatcher, Division of Vocational and Career Education, 65 S. Front St. - Rm. 912, Columbus, OH 43266-0308.

Required Funding Source/Disclaimer Statement for Publications

Materials (print and non-print) developed as a result of this grant must carry the following statement of funding source and disclaimer:

> This publication (or product, or project) was supported in part or in whole by federal funds of P.L. 98-524, through the Division of Vocational and Career Education, the Ohio Department of Education. Compliance is assured with the Carl D. Perkins Vocational Education Act of 1984; Title IX of the Education Amendments of 1972; Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; and is in conformance with the Ohio State Plan for Vocational Education. This publication (or product, or project) does not necessarily reflect the official position of the U.S. Department of Education.

Only the first sentence of the above statement may be used if space does not permit use of the entire statement.

SPH and Child Care Advisory Committees

The **Single Parent and Homemaker Advisory Committee** is required as a means of assuring that the needs of all federal and state-eligible single parents and homemakers in the district are considered and that all adult and secondary vocational program administrators in the local system are aware of the opportunities available through the SPH projects and are represented in the decisions regarding the applications for SPH project funding, specific SPH populations to be served by each project, and the SPH dollar distribution for each SPH project and SPH population.

The **Child Care Advisory Committee** (which will be renamed the Support Services Advisory Committee for FY89) is required as a means of assuring efficient delivery of quality child care and adjunct parent education. **More detailed information concerning both committees may be found on pp. C-2-3.**

SPH Administrative Organization

Local administration of the SPH Projects must include a designated **SPH Project Director** with oversight responsibility for the planning, implementation, and evaluation of all funded SPH Projects and an **SPH Project Coordinator** for each SPH project. One individual may serve in more than one capacity. Other personnel may be involved as needed locally. The SPH proposal should include an organizational chart illustrating the relationship of the SPH Project Director, Coordinators, and other persons with SPH responsibilities to the school organization. See page F-10 for a sample SPH Organizational Chart.

Use of Unit Funded Personnel for SPH Project Responsibilities: If any SPH project personnel are receiving secondary unit funding through vocational education, assigned SPH duties over 8 hours per month must be above and beyond the regular school day. SPH Project coordinating/recordkeeping responsibilities for personnel who receive adult unit funding through vocational education must be considered above and beyond the 25 hours per week required by the unit.

Data Collection and Reports:

SPH Intake and Progress Report (IPR) Forms: If you have not received these forms and instructions, contact Sandra Thatcher at 614-466-3046 immediately. One IPR form should be completed for each recipient of SPH Projects I and/or II services during the fiscal year. Be sure that single parents and homemakers supported by the local contribution (match) funds are included. The purposes of the IPR forms are:

1. to help document each SPH grant recipient's eligibiity for SPH services,
2. to record kinds and amounts of SPH services received, and
3. to record educational activities and progress.

The information collected on these forms is tallied locally and reported on the "SPH Intake and Progress Report Tally Forms." **As these reports form the core of both state and local documentation of the need for and benefits of the single parent and homemaker programs and projects, care and accuracy in gathering and reporting of this data is absolutely vital.**

SPH Project Final Reports: The Final Report for each SPH Project includes

1. a brief summary (for publication) of the activities of the project, major accomplishments, and any unique or particularly effective delivery systems used;

2. the method used for determining "greatest financial need" of participants;

3. a summary of the project evaluation including evidence of accomplishment of project objectives;

4. a brief success story concerning a recipient of the grant; and

5. copies of local forms, brochures, reports, publications, developed as part of the project.

In addition, the following information is requested:

SPH Project I-OT Final Report includes a list by vocational program of enrollment of grant recipients: taxonomy # of program, name of school/program, # hours per program, # of males and # of females enrolled, project $ expended per program.

SPH Project II Final Report requests a breakdown by child care subcode (CS, CC, CA,), by adult or secondary level, and by ages of children (0-18 mo., 19 mo.-5 yrs., 6+ yrs), the hours/days/weeks of service provided. Reporting for the travel subcode (TR) includes the number of secondary and adult students served, the type of TR service (per mile, days, bus tokens, etc.), number of service units provided, $ rate per service unit.

SPH Project III Final Report requests numbers of single parents and homemakers (secondary and adult, male and female) who receive instructional materials for personal use and the numbers who use resource materials purchased through the grant.

SPH Project IV Final Report requests number of single parents and homemakers (secondary and adult, male and female) who participated in instructional programs or workshops and number who received direct services other than instructional programs or workshops or who received indirect services.

Fiscal Accountability

Note: Share this information with your treasurer/fiscal officer.

VE-28: The VE-28 for each SPH Project is the basis for fiscal accountability. Money may not be transferred from one VE-28 to another. Changes may be made within a VE-28; changes within any VE-28 budget which will exceed 10% in or out of any budget category on the VE-28 must have prior approval. To obtain such approval, prepare a written request identifying the project, detailing requested budget changes, and including a brief justification; send to Carol Whitney, Division of Vocational and Career Education, 65 S. Front St. - Rm. 912, Columbus, OH 43266-0308.

Local Contribution (Match): The local contribution for each SPH Project (except Project II-SS-CS) must be a cash contribution in "allowable expenditure" categories per the "Request for Proposal" guidelines for each SPH Project. The "cash" may be provided by the local school board, by cash contributions from an outside source such as JTPA youth funds, by agency tuition or support service buy-ins for eligible single parents and homemakers, or by provision of child care or travel services equivalent to the grants being matched (CC, CA, TR). For Project II-SS-CS only, limited in-kind contributions are allowed. (See page II-2 of the "Request for Proposals" for details.) **Documentation of all local contributions must be available locally.**

Payment Schedule: Payments will be sent every month beginning in September until 75% of the grant funding is reached. The first payment will be retroactive from July 1. (**Note:** No funds for any approved grants will be sent until VE-27 Affidavits and Supplements plus completed Final Report Forms for all Single Parent and Homemaker and Sex Equity grants funded for the prior year have been received by the division.) Reimbursement for the balance of funds expended per VE-28 not to exceed the amount stated in the budget will be made upon receipt of the properly completed VE-27 Affidavit, Supplements (as applicable), and Final Reports.

Approved funds may be used on or after July 1 of the applicable fiscal year. All funds must be obligated and all invoices must be dated between July 1 and June 30.

Funds for the approved grants must be kept in a separate account. The receipt code for all federally funded projects is 4140; the state account number is A/C 524.

Mid-Year Expense Report: The Mid-Year Expense Report is a official status report on funds expended through December 31 and includes the opportunity to de-obligate funds and to request additional funding for Projects I and/or II if already funded for the fiscal year. Availability of additional funding depends on the SPH dollars released through de-obligations.

VE-27 Affidavits: For each SPH Project VE-28, the VE-27 affidavit provides an accounting of expenditures per category of the VE-28. Details must be provided on the VE-27 for salaries and fringes and for capital outlay. Invoices must be attached for capital outlay expenditures. Total expenditures for local contribution (match) by budget category must be identified with a list of funding sources; documentation of these expenditures must be available locally.

VE-27 Supplements: The "Materials/Supplies Purchased" supplement requests a breakdown of VE-28 budget category 500 expenditures by vendor, item, quantity, unit cost, and total cost. Invoices should not be submitted, but must be kept on file locally. The "SPH Project II: Support Services" supplement requests a breakdown of the VE-28 state and local expenditures by applicable Project II subcode: CS (School-operated Child Care), CC (Contract-based Child Care), CA (Child Care Allowance), TR (Travel Support).

LOCAL ACCOUNTABIITY

Local accountability begins with compliance with state-required accountability and reporting. In addition, it is essential that all SPH programs develop a local acountability system which will meet program needs as well as provide a system of documentation and communication between administration, recipients, and others involved. The basic records needed are identified in this section. The more services provided and the greater the number of individuals served, the more comprehensive or involved the accountability system will need to be. The discussion which follows in this section and the sample forms in section F will help you determine which types of forms you need locally. (Those of you who are now experienced in local administration of the SPH projects can compare your forms to the samples for confirmation of your forms and to get new ideas for improvement.)

Look at the sample forms with a critical eye comparing the content and format with your local needs. Adapt the forms to meet your situational needs. Many thanks to Wayne County Schools Career Center, Toledo Public Schools, and Ohio Hi-Point for sharing their complete packets and to the other schools whose forms we have included. Toledo provides all Project II Support Services (CS, CC, CA, TR) and in FY87 served 209 adult and 49 secondary students. Because of Toledo's size and SPH complexity, their local accountability system is very detailed. The forms were all developed during FY87 and are undergoing revisions for FY88. Although most of you will not need such a complicated system, reading through the forms will help you anticipate your local needs and avoid potential problems.

Contracts/Communication: To avoid misunderstandings at best and lawsuits at worst, policies and conditions related to receiving Project I, II, and IV services and conditions for termination of services should be included in a written contract/agreement signed by the SPH Project applicant/recipient. Local requirements for involvement in complementary activities for occupational training or parenting education for child care recipients should be included. Other significant communications should also be in writing. Notify child care providers of the terms of the arrangements with the SPH students including how and when and at what rate they will be paid. Consider requesting a signed acknowledgement of these conditions. For recurring situations, form letters, memos, notices, etc. can be used to convey important messages or give specific information. Examples may include letters to care provider concerning attendance and payment, notices to recipient's concerning attendance, termination of funding, etc.

Attendance/Progress Records: Attendance/progress requirements for SPH Project I, II, and IV funding should be clear from the outset and should be included in a contract signed by the recipient. Procedures for instructors/attendance office personnel should be as quick and simple as possible to get the required documentation. Be careful to keep cooperating personnel up-to-date on any pertinent changes or events.

Project I-OT: Funding should be contingent on the recipient's attendance and progress in his/her occupational training program.

Project II-SS: Individual funding should be contingent on the SPH recipient's attendance in school during the time the child is with the child care provider and/or during days for which travel support is received. Attendance of the recipient should be verified by the vocational instructors or the attendance office. Child care providers should be fully aware of the conditions for funding and should sign noting acknowledgement of all conditions. Child care providers (CS, CC, and CA) should record the dates and the # of hours per day each child receives care. Provide home child care providers with a form to record attendance easily. For several children at one site, a regular grade book has an ideal format for quickly recording each child's attendance. Write the dates across the top and enter the number of hours each child was in attendance below each date.) NOTE: Attendance is a major problem at some SPH Project

II sites. Many problems can be avoided if policies and procedures are established and enforced in the beginning of the year. Care should be taken in as much as possible to avoid situations in which the child care providers provide care that is not reimbursable due to the recipient's absence from class.

Monitoring Attendance/Progress of Off-Site Students usually requires making special arrangements with administrators, instructors, and/or attendance office personnel. Take time to explain your program and the need for the requested records.

Systems for Payment for Child Care and Travel:

Every effort should be made for prompt preparation and payment of child care and travel vouchers. Delays take unfair advantage of child care providers and may cause the student to lose the child care provider. Clearly, this results in hardship for the child care provider and the student and damages the image of the school system and the SPH program. Work closely with your treasurer/fiscal officer to develop/improve a system to expedite, and ensure prompt payment for services. Be sure your system includes accurate records of attendance, dates, hours of child care service/miles or days of travel/ etc.

CC (Contract-Based Child Care): CC payments may be made to licensed child care centers and to those family day care providers who are certified by the Ohio Department of Human Services or those who have Alternate Approval by the Ohio Department of Education. See pp. C-21-23 for more information on family day care providers.

CA (Child Care Allowance): Some sites have experienced problems with the child care providers not receiving the money paid to secondary recipients for child care. Checks made out to both the SPH recipient and the child care provider or to the child care provider alone are solutions used by some districts. Note: CA payments may be made to any child care provider except the child's mother or father.

Documentation of Receipt of Payments: Some sites have had problems with some recipients falsely claiming they did not receive their checks. This problem can be avoided by requiring the recipients to pick up and sign for their checks.

Project II-SS-CS: Some state rules and regulations relevant to school-operated child care are somewhat uncertain at the time of this writing. Be alert to changes. In the meantime, schools offering School-Operated Child Care must comply with the "Assurance of Minimum Standards" signed and submitted with the Project II-SS proposal. **Procedures for obtaining and maintaining up-to-date immunization records for the children should be added to the list of standards.** Up-to-date enrollment and attendance records for the children and staff qualifications and schedules should be available at all times. For your information, the "Compliance Report Form" used by the Ohio Department of Human Services is included on pp. F-117-124.

NOTE: **All records should be kept locally for five years.**

A Final Bit of Accountability Advice: Even if you've a good memory for details, keep a written record of contacts and commitments made with SPH Project recipients and others. Good records are an invaluable safeguard to avoid future problems. In the words of veteran Toledo SPH Project II Coordinator, Susan Spiegel: "Leave a paper trail behind you!."

PART C

C. NETWORKING FOR QUALITY, STRENGTH AND SUPPORT OF PROGRAMS AND CLIENTS

Internal Networking C-1
Linking Internal and External Networks C-1
SPH Advisory Committee C-2
Child Care Advisory Committee C-3
External Networking for Program and Client Support C-4
    JTPA C-5
    Human Services System C-10
    WIN C-13
    Ohio Fair Work Program C-14
    Example of Fair Work/Voc Ed Linkage C-20
    Family Day Care Homes C-21
    Funding for Special Needs - Voc Ed C-24
    Additional Linkages to Explore C-26
Outreach and Recruiting C-26
Foundations and Other Resources C-27

NETWORKING FOR QUALITY, STRENGTH AND SUPPORT OF PROGRAMS AND CLIENTS

If your SPH funding were cut off tomorrow, who would quickly become involved to actively defend, support and advocate for your SPH programs and projects? No program, however resourceful, can adequately serve its SPH population without the cooperation and support of other individuals and organizations. Effective networking involves development and nurturing of internal networking systems within the school system and external networking systems beyond the school system in the community, the county, the state, and even the nation--particularly Washington, D.C. As the SPH projects are 100% federally funded, letting your Representative to Congress and Senators Glenn and Metzenbaum know how your Perkins dollars are working should be an active component of your networking system.

Financial support for your programs and for your SPH clients frequently depends on regular quality networking. Your networking will only be as effective as the priority and commitment (particularly in relation to time and energy) you are willing to give it.

TIP: When networking, keep in mind the needs, interests, and biases of your audience. Promote the relationship between helping the single parents and homemakers in your community obtain marketable skills and the related benefits to your audience.

INTERNAL NETWORKING

Help others in your school system or postsecondary institution understand the special needs of the single parent and homemaker target population. Demonstrate how the SPH projects help meet these special needs and at the same time support and benefit secondary and adult vocational education programs as well as the community.

Include in your network:

- administrators and school board members
- guidance and counseling personnel (important for referrals)
- secondary and adult vocational education administrators and instructors
- treasurer/fiscal officer (very important person in keeping your SPH Projects running smoothly!)
- support personnel
- students (especially SPH project participants)

Provide an orientation to SPH for key personnel by getting on the agenda of already scheduled meetings or by holding a special meeting--perhaps a breakfast meeting. Place a high priority on ongoing communication through out the year to keep these individuals up-to-date on SPH procedures (especially when they have related responsibilities) and successes.

LINKING INTERNAL AND EXTERNAL NETWORKS

Your SPH Advisory Committee can promote valuable linkage and promote productive communication between your internal and external networks. The following section on SPH Advisory Committees provides more information on the role of SPH Advisory Committees.

SINGLE PARENT AND HOMEMAKER (SPH) ADVISORY COMMITTEE

Establishment of a Single Parent and Homemaker (SPH) Advisory Committee is a prerequisite for receiving SPH project funding. Although the "FY88 Request for Proposals" requires only one meeting, regular meetings of the SPH Advisory Committee are highly recommended to enable the Committee is to advise and assist in the planning, implementation, and evaluation of the SPH projects and to promote community support.

FOCUS--HELPING SINGLE PARENTS AND HOMEMAKERS IN THE DISTRICT OBTAIN MARKETABLE SKILLS: The SPH Advisory Committee should maintain a broad perspective considering the needs of all single parents and homemakers in the district in relation to all vocational education programs offered -- both secondary and adult. SPH Projects I-OT (Occupational Training), II-SS (Support Services), III-IM (Instructional Materials), and IV-IP (Innovative Projects) are all under the auspices of the SPH Advisory Committee.

Although priority for local services through the SPH grants may be limited to specific program participants such as GRADS students, the SPH Advisory Committee needs to keep service to GRADS students in perspective with the needs of all eligible single parents and homemakers, including both secondary and adult students who are enrolled in any vocational program offerings in the district.

Caution: In adapting an existing advisory committee (e.g. Displaced Homemaker) to act as an SPH Advisory committee, great care should be taken to charge the committee with the responsibility of developing and maintaining a broad perspective beyond the needs of the original program.

RESPONSIBILITIES:

- Explore and recommend uses of SPH funds in the district for the fiscal year.
- Provide input during the year related to concerns, needs, and progress of the program.
- Assist with evaluation of the SPH Projects.
- Heighten public awareness and strengthen public relations between the community and the SPH program.
- Establish/enhance linkages between the SPH program, community agencies, and the business community.

COMPOSITION: The advisory committee must include representation of the following:

- each of the following vocational education programs offered in the VEPD
  - GOALS
  - GRADS
  - Displaced Homemaker
  - Family Life
- for community/technical colleges - Board of Regents-funded Displaced Homemaker program if offered
- secondary vocational education
- adult vocational education
- business/industry
- community agencies
- SPH clients
- Community groups/organizations

Additional members may be asked to serve based on local situation and need.

In developing an advisory committee, consider existing and desired power structures, policies, potential for nurturing new linkages, strong role models, and demonstrated committment to members of the target population and to vocational education. Members should include representatives of both sexes, racial and ethnic minorities as found in the schools, community, or region.

MEETINGS: The SPH Advisory Committee should meet a minimum of two times during the year:

- prior to the development of the proposal to provide input into the development of grant proposals, to select appropriate grants to apply for, and to plan the evaluation process
- early January for input concerning the Mid-Year Expense Report and possible de-obligation of funds and/or requests for additional funds
- Additional meetings as necessary during the year

MINUTES should include:

- date and place of meeting
- names, position/title, and affiliation of persons attending the meeting and those who are absent
- brief summary of relevant discussion
- decisions made by committee

Sample minutes are included in Section F, pages F1-8. These minutes, submitted with FY88 SPH proposals, communicate the content of the discussion and give clear evidence of active input of the committee in decisions related to the SPH proposals. The meeting dates allow ample time for integration of committee input into the proposals. Minutes of meetings held a day or two prior to the proposal deadline usually report a presentation to the committee of the proposals with essentially no opportunity for input from the committee.

CHILD CARE ADVISORY COMMITTEE

(which will be renamed the Support Services Advisory Committee for FY89)

The responsibilities of the Child Care Advisory Committee are more narrowly defined than those of the SPH Advisory Committee. Overlapping membership is common. While the focus of the SPH Advisory Committee is on helping single parents and homemakers obtain marketable skills through vocational education and SPH Projects I, II, III, and IV, the responsibilities of the Child Care Advisory Committee are limited to the services provided by Project II-SS (Support Services). Focus is on provision of quality child care supplemented with quality parent education. The membership of the Child Care Advisory Committee should include expertise in these areas.

EXTERNAL NETWORKING FOR PROGRAM AND CLIENT SUPPORT:

Effective networking with community agencies and business and industry yields financial support for your programs and for your SPH clients and establishes an advocacy base you can call upon when you need support for the needs and benefits of your programs. A primary advantage of networking is the opportunity to locate and use existing service delivery systems. Networking is a two-way street; be sure to do your share in return. Speaking to service groups is one way of getting your message to the community and, at the same time, providing a free program to the service group.

Descriptions of several potential funding resources for your programs and/or SPH clients are described in this section. Not all are available in all counties. The following agencies/programs are described:

- JTPA
- Human Services System
- Ohio Fair Work Program
- WIN
- Rehabilitation Services Commission
- Funding for Special Needs - Vocational Education
- Resource list of funding sources and "how-to's"

TIP: RESOURCES WORTHY OF SPECIAL NOTE --

- The **JTPA TITLE II PART A 40% MONIES** which include services for youth ages 16-21 (includes ages 14-15 in some SDA's) may be available locally for child care and travel as well as for training. In fact, many local PIC's have had difficulty spending the 40% monies or would like to improve their uses of these funds. Tapping JTPA funds for child care support for youth is a good way to release SPH dollars for adults or to find the 20% local match dollars for your Project II Child Care grants.

- The Ohio Department of Human Services' **FAIR WORK PROGRAM** is currently operational in 29 counties. The Fair Work Program components include Job Clubs and Education and Training which includes many types of educational programs obtainable through vocational education. Leila Hardaway, Chief, Bureau of Work and Training, Ohio Department of Human Services, is quoted in the Ohio Displaced Homemaker Network Newsletter in the Late Spring 1987 issue: "If resources permit, we expect to add another 10 counties within the next 12 months. There will be an emphasis on linking with and using existing resources within the community."

J.T.P.A.*

"THE JOB TRAINING PARTNERSHIP ACT"

Public Law 97-300
October 13, 1982
Amended Public Law 97-496
October 16, 1986

The Job Training Partnership Act (JTPA) is a federal law which began October 1, 1983. It authorizes job training programs and job placement for low-income and displaced workers. Parts of the Act cover job training for adults and youths. Also included are summer training programs for youth. Another part covers dislocated workers whose jobs have been lost due to plant closings, permanent layoffs, and other causes beyond the worker's control.

Authority to run JTPA is shared by a partnership of the state and local industry groups that are located in 30 areas known as Service Delivery Areas (SDAs). Programs for each SDA are designed and managed by the chief local elected official and a Private Industry Council (PIC) which is made up of local business leaders, organized labor, educators, and other community leaders.

The Ohio Bureau of Employment Services (OBES) administrates JTPA in Ohio. This federal legislation marshals federal, state, and local resources to help prepare economically disadvantaged and long-term unemployed people to become productive labor force mambers. The ACT was designed to increase emphasis on the private sector's participation, and to emphasize state responsibility for federal programs.

[illegible]e private sector has equal responsibility with government in shaping federally-funded job training programs. Through their chief elected officials and the Private Industry Councils (PICs), localities have considerable flexibility to decide how funds will be administered and programs will be designed and managed.

The role of business is that of equal partner. With a majority representation on local PICs, business shares policy-making responsibilities with the chief elected official. Through the Job Training Partnership Act, the private sector has unprecedented latitude to shape relevant local job training programs.

THE JTPA LAW

Briefly, the JTPA has five sections:

TITLE I sets up the state/local delivery system and addresses the general program and administrative issues, delineating the public/private partnership.

---

* Adapted from pp. B42-47 of the ADULT VOCATIONAL EDUCATION PROGRAM SUPERVISOR'S/DIRECTOR'S MANUAL - 1986 which was published under a special Coordination Funding Grant with the Ohio Department of Administrative Services (under P.L. 97-300, Job Training Partnership Act,Title II, Section 123, State Education Coordination and Grants, with the Division of Vocational Education, Ohio Department of Education for FY 1986)

TITLE II funding sets requirements for local training services for disadvantaged youth and adults.

PART A. ADULT AND YOUTH PROGRAMS

Services may include job search assistance, job counseling, remedial education and basic skills training, classroom skills training, on-the-job training, internship, outreach, programs to develop work habits, support services, work experience, bilingual and literacy training, etc. Exemplary youth programs and training programs for older individuals are also included in this part.

TITLE II - 8% STATE EDUCATION COORDINATION

JTPA established an eight percent set-aside for State Education Coordination and Grants to "be used by the Governor to provide financial assistance to any State education agency responsible for education and training--

(1) to provide services for eligible participants through cooperative agreements between such State education agency or agencies, administrative entities in service delivery areas in the state, and (where appropriate) local educational agencies, and;

(2) to facilitate coordination of education and training services for eligible participants through such cooperative agreements."

Since Ohio has two State agencies responsible for education and training (Ohio Department of Education and Ohio Board of Regents), the executives of both agencies were asked in early 1983 to jointly fashion a proposal for the administration of both State Education Coordination and Grants under the Job Training Partnership Act. Based upon their recommendation, the Govenor appointed a JTPA State Education Coordination and Grants Advisory Council (SECGAC) to administer the eight percent educational set-aside (Section 123 of JTPA). SECGAC has served as the planning and policy body for the administration of the Education Coordination and Grants program.

The State Department of Education, Division of Vocational and Career Education, Job Training Partnership Services, has had primary responsibility for administering the 8% set-aside at the direction of the Council.

PART B. YOUTH EMPLOYMENT AND TRAINING PROGRAMS

Services and activities as described in Part A generally with an emphasis on work experience which were originally limited to the summer months may be provided throughout the year per amended P.L. 19-496.

TITLE III creates a state-administered program for dislocated workers. Dislocated workers are individuals who:

have been terminated or laid off or who have received a notice of termination or lay off from employment, as a result of any permanent closure of a plant or facility; or

are long-term unemployed and have limited opportunities for employment or reemployment in the same or similar occupation in the area in which such individuals reside, including any older individuals who may have substantial barriers to employment by reason of age.

Services may include, but are not limited to, job search assistance including job clubs, job development, training in job skills for which demand exceeds supply, supportive services including community assistance and financial and personal counseling, pre-layoff assistance, nd programs conducted in cooperation with employers of labor organizations to provide early tervention in the event of closures of plants or facilities.

TITLE IV establishes funding and requirements for federally administered programs which include programs for Native Americans, migrant and seasonal farm workers, and veterans. The Job Corps for youth is also a nationally administered program.

TITLE V amends the Wagner-Peyser Act (which governs the U.S. Employment Service) to create a stronger link between the Employment Service's labor exchange functions and local job training programs for disadvantaged people.

THE PRIVATE INDUSTRY COUNCIL (PIC)

The Private Industry Counsel (PIC) shares overall policy and oversight responsibility for local programs with chief local elected officials. The PIC represents local business leaders, who must make up a majority of its members. Whenever possible half of that business majority should represent small businesses. Other PIC members represent education, organized labor, rehabilitation agencies, community-based organizations, economic development agencies, and the local employment service. PICs and local elected officials can choose who receives funds directly from the state, who administers the funds, and who operates programs. PICs can exercise program oversight independently.

SERVICE DELIVERY AREAS (SDAs)

Service Delivery Areas (SDAs) are the districts within the state through which job training ervices are delivered. SDAs may include more than one general purpose local government, but ay not split local political jurisdictions. Each SDA has a private industry council (PIC).

JTPA ELIGIBILITY

To qualify for the job training/retraining, applicants must have low incomes. To qualify for dislocated worker programs, applicants must be displaced due to permanent layoff or plant closing with little or no chance of returning to their former jobs.

Client eligibility criteria specify that 90 percent of all Title II participants be economically disadvantaged. At least 40 percent of all Title IIA funds must be spent on year-round youth programs, with Aid To Families With Dependent Children (AFDC) recipients and school dropouts being served on an equitable basis. Up to 10 percent of the participants in Title IIA programs may qualify reguardless of income if they face other employment barriers (e.g., displaced homemakers, handicapped people, older workers, etc.) The 8% category allows for a 25% window;; thus only 75% of the participants must be disadvantaged. Seventy percent of the Title IIA funds must be spent on training; the remaining 30 percent is divided between a maximum of 15 percent for administrative costs and 15 percent for wages, allowances, and support services. The local SDA can provide more information.

PERFORMANCE STANDARDS

Performance Standards are used to assess program effectiveness. Federally developed performance standards emphasize return on investment, quality (not just quantity) of training and placements, and reduction of welfare dependency. Exemplary performance is rewarded, and poor performance penalised. Each SDA will apply its performance standards under Title IIA.

JTPA is a performance driven program. Placement of participants into unsubsidized jobs is the objective for the adult JTPA programs. Training which cannot demonstrate an effective and efficient direct linkage to jobs for participants may not be favorably considered for JTPA funds.

JTPA 8% PROGRAM

Eight percent of program funds will be used as follows:

A. The majority of these funds are allocated by formula to SDAs.

1. CLIENT ELIGIBILITY CRITERIA

a. Adults (literacy and long-term training)

b. Youth (literacy, long-term training, school-to-work transition, and dropout prevention)

c. Priority shall be given to hard-to-serve clients and to heads of households.

2. ALLOWABLE ACTIVITIES

a. Long-term training (adults only) is defined as 9 months in duration or longer. May include 9 and 12 month vocational education programs (900 clock hours minimum), technical and community college certificate programs (three academic quarters minimum), and technical and community college associate degree programs. These programs may include a developmental or remedial component for the 8% clients who will continue into training. Coordination is encouraged in long-term programs to allow JTPA funds to provide initial access to the program while using state and federal student assistance (e.g., Ohio Instructional Grants, Pell Grants) funds to supplement later participation in the programs.

(1) Classroom occupational skill training only--precludes on-the-job training programs.

(2) Less-than-class size training--primary use of 8% funds for less-than-class buy-ins gives greater flexibility to the SDAs, promotes use of a wider range of educational institutions, and prevents development of new 8% classes which may duplicate existing classes. Service Delivery Areas may contract for class-size programs which already exist in the SDA.

(3) Programs at public educational institutions only.

(4) Support services up to 40% for clients in 8% programs as above.

b. Special Initiatives

Service Delivery Areas will spend a portion of their allocation on one or more of the following:

- Literacy training programs (youth or adults) which address the basic skills of math, writing, and language. Adult literacy programs should be in conjunction with an individualized plan to obtain unsubsidized employment.

- School-to-work transition programs (youth only) designed to assist 12th grade students secure employment immediately after graduation and improve the ability to retain employment. Programs will be comprised of instruction including, but not limited to: career planning and decision making; job search and job interviewing; job holding and keeping skills; leadership and personal development skills; and personal survival skills. Programs, while funded locally, must be part of a statewide school-to-work program (JOG) and be approved by the Ohio Department of Education.

- Drop-out prevention programs (youth only) serving 7th to 12th grade students who may be "at risk" or at a disadvantage because of such factors as social or economic status. Programs may be comprised of early identification and intervention instructional services including, but not limited to: guidance and counseling services; development of individualized education plans; follow-up and follow-through systems; individualized instruction; vocational education; remedial education; employable skills; and career and postsecondary exploration.

    (1) Programs at public educational institutions only.

    (2) Support services up to 40% for clients in 8% programs as above.

    (3) No more than 25% of the total SDA 8% allocation may be expended for youth projects. To utilize this option, conditions under section 1-a must be met.

3. **PERFORMANCE STANDARDS**--Each SDA will apply its performance standards under Title IIA.

4. **MATCH**--A dollar for dollar match is required for all 8% training and support dollars.

CONTACTS

Job Training Partnership Services
Division of Vocational and Career Education
65 South Front Street, Room 911
Columbus, Ohio 43266-0308
(614) 466-3900

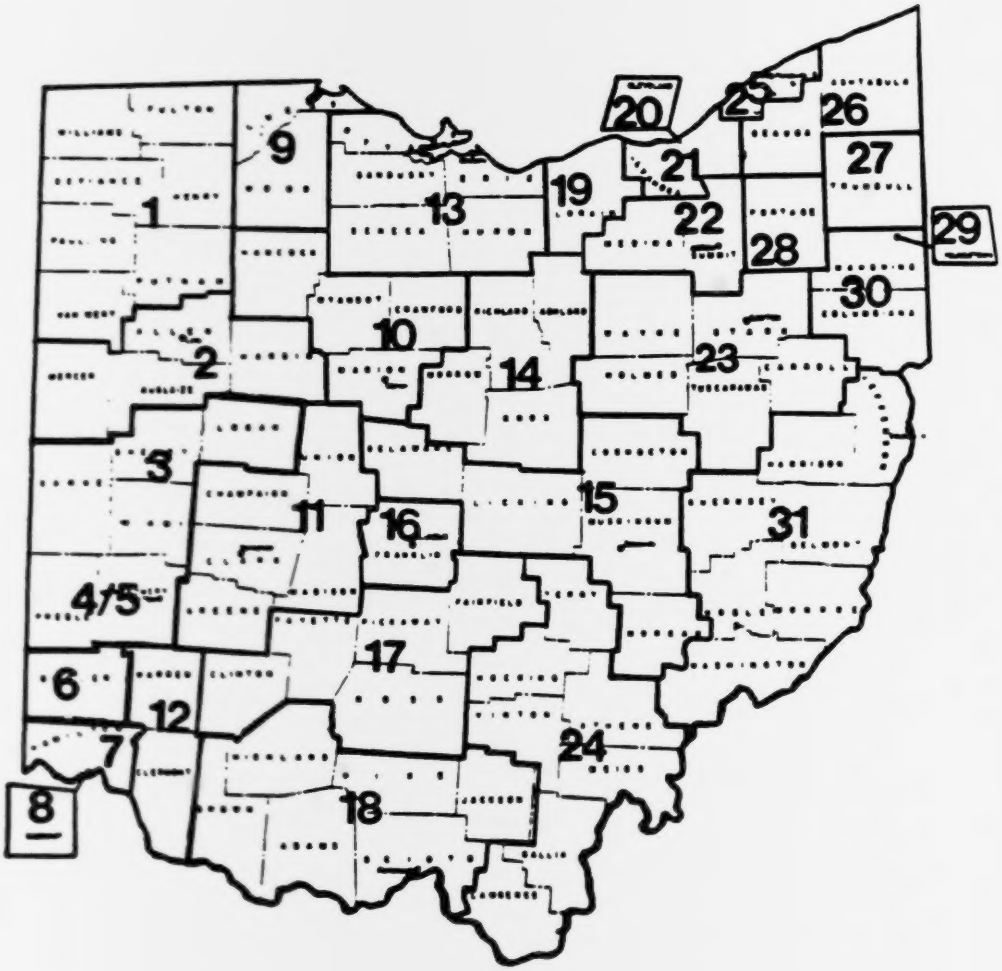
JTP-Ohio
Ohio Bureau of Employment Services
145 South Front Street
Columbus, Ohio 43266-0556
(614) 466-3817

Local SDAs and PICs

A list may be obtained from above contacts or look up the "Private Industry Council" in your local telephone directory.

SPH PROJECT DIRECTORS/COORDINATORS: IF you are unfamiliar with your SDA and PIC, check within your school system to learn what linkages have already been established. The PIC may be approached through either the administrative staff or the board.

GOVERNOR'S FINAL DESIGNATION OF SERVICE DELIVERY AREAS


1
2
3
4/5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31

Job Training Partnership Act of 1982

HUMAN SERVICES SYSTEM*

ACKGROUND

Ohio has a state supervised and county administered human services system. All 88 counties have a local human services department. In 40 counties, services for children are administered as part of the human services department, and in 48 counties, by separate children services agencies.

Some of the functions of the Department of Human Services are:

- To meet the financial needs of the eligible children and their parents or guardians when income and other resources are not sufficient to meet daily living needs.
- To provide food stamps to low-income people as a means of increasing their food purchasing powers.
- To provide health care to persons who are eligible for cash payments under existing programs or whose income meets prescribed limits.
- to provide social services to help people achieve and maintain self- sufficiency and economic independence.
- To offer work and training programs to prepare individuals for employment.

PROGRAMS

ID TO DEPENDENT CHILDREN (ADC) is a cash assistance program, designed to meet the eeds of children and their parents. Children are eligible when their parents' resources are not sufficient to meet minimum maintenance and when one of the parents is deceased, absent, too ill to work, or unemployed.

GENERAL RELIEF (GR) is a program of financial assistance for individuals or families in need who are ineligible for federal programs, such as ADC, and have no other source of income. The GR payment is an allowance for food, clothing and incidentals, and housing and utilities. Effective October, 1987, the name of the General Relief program will be changed to General Assistance (GA).

All able-bodied General Relief clients are required to register for work with OBES. Employable clients are also required to participate in the Community Work Experience Program, a public service work experience within the community. The experience in the Community Work Experience Program should enable the client to compete for regular full- or part-time employment.

EMERGENCY ASSISTANCE (EA) is designed to provide immediate financial help to people in situations which threaten their health, safety, or living arrangement. EA may only be given in one 30 day period within 12 months. It is not intended to be a comprehensive system of maintenance. Temporary housing, rent and utility deposits, replacement and repair of appliances, and prevention of utility shut-offs are the common uses of EA.

---

* Adapted from pp. 55-56 of the ADULT VOCATIONAL EDUCATION PROGRAM SUPERVISOR'S/DIRECTOR'S MANUAL - 1986 which was published under a special Coordination Funding Grant with the Ohio Department of Administrative Services (under P.L. 97-300, Job Training Partnership Act,Title II, Section 123, State Education Coordination and Grants, with the Division of Vocational Education, Ohio Department of Education for FY 1986)

The FOOD STAMP program is designed to safeguard the health and well-being of low-income families by increasing their food purchasing power and raising their level of nutrition. Food stamps are not only for families on assistance. Low-income working families may qualify.

Low-income people may be eligible for Medicaid which provides medical services.

For low-income working parents, a day-care subsidy is available, with the amount of aid varying according to family income. The day-care subsidy helps families achieve self-sufficiency, enabling parents to work their way off public assistance.

Special federal financial and medical assistance is available for a limited time after a refugee enters the United States. To be eligible for assistance, refugees must register to work, accept employment offers, and participate in training so that they may become self-sufficient as soon as possible.

CONTACTS

Please refer to County Human Services Departments in your local telephone directory or contact the Ohio Department of Human Services, 30 East Broad Street, Columbus, Ohio 43215, telephone (614) 466-6650.

WORK INCENTIVE PROGRAM*
(W.I.N.)

NTRODUCTION

The Work Incentive (WIN) program was established to help people receiving Aid to Families with Dependent Children (AFDC) find jobs and become self-supporting. Individuals determined "employable" by the county department of human services who are receiving or applying for AFDC are required to register for WIN with the Ohio Bureau of Employment Services. Individuals may be exempted from registration for a variety of reasons, such asbeing the sole parent of a child under six. Exempted individuals may volunteer for the program.

HOW THE PROGRAM WORKS

Three kinds of services -- employment, preparation for employment, and supportive social services -- are available to people registered for WIN. Registrants who are ready for employment may be given labor market information, referred to available jobs, or referred to an intensive employment services component, which provides concentrated job search assistance. Job-ready registrants for whom an unsubsidized job is not immediately available may be placed in subsidized public service employment positions.

People who do not have a job skill may be provided classroom or on-the-job training to prepare them for employment. Child care, employment related health care, assistance with transportaton, and instruction in home management are among the supportive services available to those who require such aid to enable them to take a job or enroll in training.

Persons required to register for WIN must take part in program activities and accept an ppropriate job. If they refuse without good cause, they can lose all or part of the family's FDC benefits.

PARTICIPANT ELIGIBILITY

All persons 16 years of age or older who are receiving or applying for AFDC must register for WIN unless exempt.

ADMINISTERING OFFICE

At the local level, responsibility for administration is shared by the local Ohio Bureau of Employment Services (or Job Service) office and the local County Department of Human Services. Supportive services are provided through the separate administrative unit (SAU) for WIN in the human services agency.

FOR FURTHER INFORMATION

For additional information concerning the WIN program, contact your local Ohio Bureau of Employment Services office or call the central office in Columbus at 614-466-7645.

As of 8/1/87, WIN is available in the following counties: Cuyahoga, Franklin, Lorain, Lucas, Mahoning, Stark, Summit.

---

* Adapted from the ADULT VOCATIONAL EDUCATION PROGRAM SUPERVISOR'S/DIRECTOR'S MANUAL - 1986 which was published under a special Coordination Funding Grant with the Ohio Department of Administrative Services (under P.L. 97-300, Job Training Partnership Act,Title II, Section 123, State Education Coordination and Grants, with the Division of Vocational Education, Ohio Department of Education for FY 1986)

OHIO FAIR WORK PROGRAM

BACKGROUND

The Ohio Department of Human Services (ODHS), through the county departments of human services (CDHS) administers the Ohio Fair Work Program. The program began in 1983, and is operational in 29 counties as of 7/1/87: Allen, Athens, Belmont, Butler, Clark, Crawford, Fulton, Gallia, Hamilton, Hancock, Holmes, Knox, Lucas, Madison, Marion, Montgomery, Morrow, Muskingum, Pike, Putnam, Sandusky, Scioto, Shelby, Stark, Union, Washington, Wayne, Williams, Wood. A gradual phase-in of counties has been mandated by the Ohio Legislature.

PURPOSE

The primary goal of the program is to expand the employment opportunities for recipients of public assistance through training and work experience. The CDHS coordinates training, education, work experience and supportive services provision for program participants.

ELIGIBILITY

Recipients of Aid to Dependent Children (ADC) and General Relief (GR) who are considered employable are required to participate in the program as a condition of eligibility for public assistance. The CDHS determines who is employable and who may be exempted from participation, for reasons such as illness, age, child under the age of six, person needed in the home to care for family member. (Note: the General Relief program name will be changed to General Assistance (GA) effective October 1987.)

PROGRAM ACTIVITIES

The CDHS submits a plan to ODHS which explains the county level operation of the program, including projection of activity levels, entered employments, and costs.

Each Ohio Fair Work Program county's plan must comprise the four program activities, they are:

> JOB CLUB- a structured training program designed to teach ADC and GR recipients the skills and strategies to obtain employment. It includes classroom instruction and supervised job search.
>
> SUBSIDIZED EMPLOYMENT PROGRAM (SEP)- a program which provides a subsidy to a public or private employer, profit or nonprofit, as an incentive to hire. The subsidy is all or part of the individual's ADC or GR grant for a period not to exceed nine months.
>
> COMMUNITY WORK EXPERIENCE PROGRAM (CWEP)- a work experience program which places individuals in useful public service jobs in exchange for the cash assistance they receive. The public service jobs provide the participants an opportunity to learn through training and work experience. Public and private nonprofit employers may participate in CWEP.

EDUCATION AND TRAINING (E&T)- an education or training program designed to utilize agencies and available resources or develop additional resources to enable individuals become more employable through E&T. Types of E&T programs vary, but include basic education, skills training, or advanced education.

Employable individuals are assessed by the CDHS work program staff and jointly develop an employability plan for the individual to become self-supporting. A variety of supportive services are available to assist the individual, both through the local CDHS and in conjunction with other agencies. A participant expense allowance is also given each month to off-set the costs of participating in the program activities.

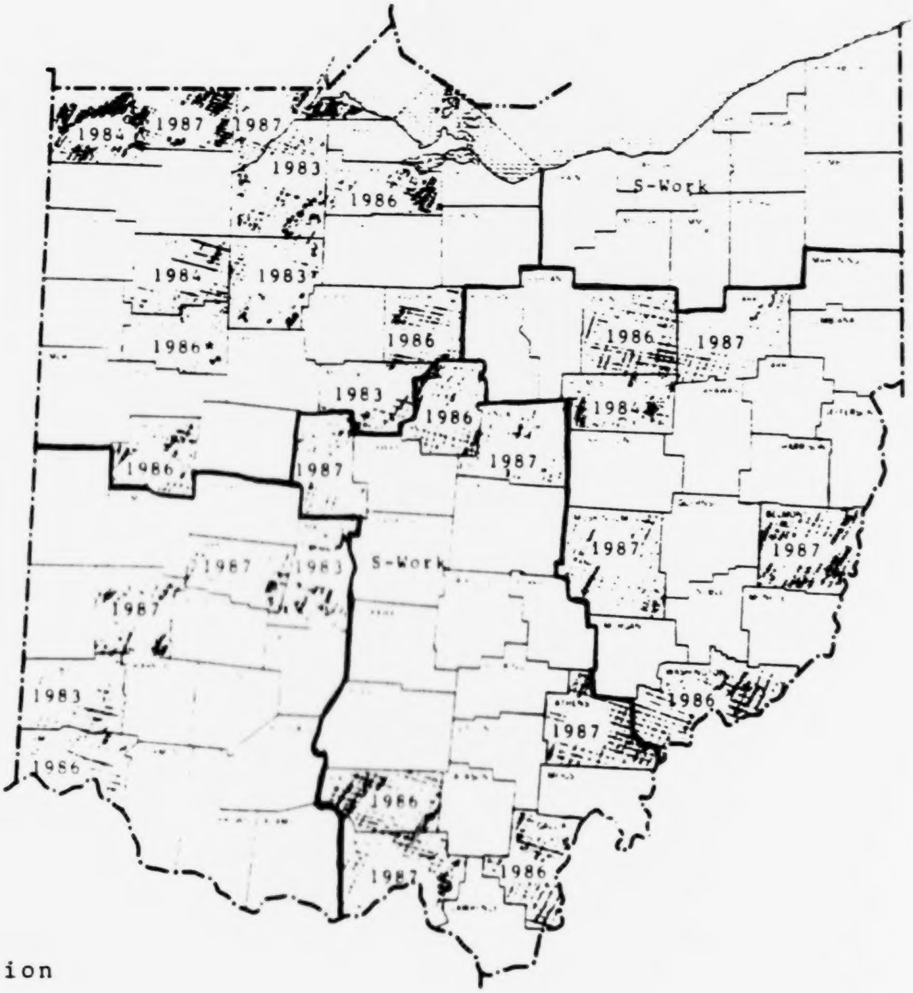
The number of hours each employable recipient must participate in work program activities is based on the amount of the assistance group's monthly ADC or GR grant divided by the federal minimum wage and the number of employable recipients in the assistance group.

Individuals who refuse or fail to participate without good cause may cause their assistance check to be terminated or reduced for a period of time. All hearing rights granted to ADC and GR applicants and recipients apply to individuals in the Ohio Fair Work Programs.

CONTACTS

For further information concerning the Ohio Fair Work Programs contact the Ohio Department of Human Services, Bureau of Work and Training, 30 East Broad Street, 27th Floor, Columbus, Ohio 43266-0423. In Ohio Fair Work Program counties, contact the local work program administrator.

OHIO FAIR WORK PROGRAM


1984
1987
1987
1983
1986
S-Work
1984
1983
1986*
1986
1986
1987
1983
1986
1984*
1986
1987
1987
1987
1987
S-Work
1987
1987
1983
1986
1987
1983
1986
1986
1987
1986

Implementation

1983-	5 counties
1984-	3 counties
1986-	10 counties
1987-	11 counties
	29 counties

* 1985 demonstration

s-work- supported work program

Ohio Department of Human Services
Bureau of Work and Training
30 East Broad Street- 27th Floor
Columbus OH 43266-0423
(614) 466-8530

6/87

OHIO WORK PROGRAM COUNTY CONTACTS AND ADDRESSES REVISED 8/87

COUNTY/DIRECTOR	WORK PROGRAMS	ODHS
ALLEN CDHS Mrs. Betty Flanigan 550 West Elm Street Lima, Ohio 45802 (419) 228-2621	Gail Schumacher, WP Supervisor	BWT Contact: David Kulich Dist: Toledo PA Supv: Judy Zinobar
ATHENS CDHS Mr. John R. Frech 184 North Lancaster Street Athens, Ohio 45701 (614) 592-4477 Ext 89	Dick Smith, WP Supervisor Athens County Home-St. Rte. 13 Athens, Ohio 45701 (614) 797-2523	BWT Contact: Brenda Newsom Dist: Columbus PA Supv: Pat Badgero
BELMONT CDHS Mr. Chester Kalis 310 Fox-Shannon Place P.O. Box 186 St. Clairsville, Ohio 43950 (614) 695-1074/5	Tom King, WP Administrator	BWT Contact: Marlene Patton Dist: Canton PA Supv: Sue Whitmore
BUTLER CDHS Ms. Dianne Rice 300 North Fair Avenue Hamilton, Ohio 45011 (513) 867-7201	Carliss Hines, WP Supervisor (513) 867-7256	BWT Contact: Marlene Patton Dist: Cincinnati PA Supv: Judith Fanning
CLARK CDHS Mr. Ronald E. Rockwell 529 East Home Road Springfield, Ohio 45503 (513) 390-7000	Anna Dent, WP Coordinator 23 W. Pleasant Street Springfield, Ohio 45506 (513) 327-0401	BWT Contact: Evelyne James Dist: Cincinnati PA Supv: Rick Roberts
CRAWFORD CDHS Mr. James Lendavic 959 Hopley Avenue Bucyrus, Ohio 44820 (419) 562-0015	Richard Johnson, WP Supervisor Crawford Co Employment Resource Team 328 South East Street Galion, Ohio 44833 (419) 468-7744	BWT Contact: Ralph Hedenskoog Dist: Toledo PA Supv: Paula Shufelt
CUYAHOGA CDHS (Supported work only) Ms. Marjorie Hall-Ellis 220 St. Clair Avenue, N.W. Cleveland, Ohio 44113 (216) 861-7700	Ed Hanna, Supervisor 3955 Euclid Avenue Cleveland, Ohio 44115 (216) 431-4500	BWT Contact: Marlene Patton Dist: Cleveland PA Supv: Sandy Roginski
FRANKLIN CDHS (Supported work only) Mr. John Hahn 80 East Fulton Street Columbus, Ohio 43215 (614) 462-4000	Sheila Harshaw, Soc. Serv. Admin.	BWT Contact: Brenda Newsom Dist: Columbus PA Supv: Martha Holmes
FULTON CDHS Mr. Dennis McKay 146 South Fulton Street Wauseon, Ohio 43567 (419) 337-0010	Karen Blanchard	BWT Contact: Evelyne James Dist: Toledo PA Supv: Gay Finn
GALLIA CDHS Mr. Jerry M. Barnes 848 Third Avenue Gallipolis, Ohio 45631 (614) 446-3222	Fred Childers, WP Supervisor	BWT Contact: Brenda Newsom Dist: Columbus PA Supv: Wilma Hughes
HAMILTON CDHS Mr. Seth Staples 628 Sycamore Street Cincinnati, Ohio 45202 (513) 632-6670	Linda Meyer, WP Supervisor 100 E. Eighth Street, 2nd Floor Cincinnati, Ohio 45202 (513) 632-6196	BWT Contact: Gayle Nobleton Dist: Cincinnati PA Supv: Fred Elig

COUNTY/DIRECTOR	WORK PROGRAMS	ODHS
HANCOCK CDHS Mrs. Helen Boyle 1624 Tiffin Avenue Findlay, Ohio 45840 (419) 422-0182	Steve Thomas, WP Administrator	BWT Contact: Gayle Nobleton Dist: Toledo PA Supv: Gay Finn
HOLMES CDHS Mr. Clyde Crabtree 120 West Jackson Street Millersburg, Ohio 44654 (216) 674-1816	Pat Anderson	BWT Contact: Marlene Patton Dist: Canton PA Supv: Sue Whitmore
KNOX CDHS Mr. Daniel Schneider Corporate Center 117 East High Street Mt. Vernon, Ohio 43050 (614) 397-7177	Jon Snyder, WP Supervisor	BWT Contact: Ralph Hedenskoog Dist: Columbus PA Supv: Pat Badgero
LUCAS CDHS Mr. George Steger 3210 Monroe Street Caller No. 10007 Toledo, Ohio 43699 (419) 245-8999	Maxine Miller (419) 245-8604	BWT Contact: Evelyne James Dist: Toledo PA Supv: Ann Bowlus
MADISON CDHS Ms. Barbara Cannon 249 West High Street London, Ohio 43140 (614) 852-4770	Nancy Jenkins, Social Program Administrator	BWT Contact: David Kulich Dist: Cincinnati PA Supv: Rick Roberts
MARION CDHS Mr. Keith A. Moon 363 West Fairground Street Marion, Ohio 43302 (614) 387-8560	Jeff Bickley, WP Supervisor	BWT Contact: Ralph Hedenskoog Dist: Toledo PA Supv: Ann Bowlus
MONTGOMERY CDHS Mr. Stephen Rice Mail Room, 3rd Floor 14 West Fourth Street Dayton, Ohio 45422 (513) 225-6347	George Shepherd, Program Coordinator	BWT Contact: Gayle Nobleton Dist: Cincinnati PA Supv: Judith Fanning
MORROW CO DEPT OF FAMILY & CHILDREN'S SERVICES Mrs. Carol Ann Curl 27 West High Street Mt. Gilead, Ohio 43338 (419) 947-5530	Ray Bauman, Supervisor Center for PRIDE 27 West High Street Mt. Gilead, Ohio 43338 (419) 947-5530	BWT Contact: Ralph Hedenskoog Dist: Columbus PA Supv: Dina Cautela
MUSKINGUM CDHS Mr. Jeffrey J. Kendall 445 Woodlawn Avenue P.O. Box 1067 Zanesville, Ohio 43702-1067 (614) 454-0161	Larry Leach, WP Coordinator	BWT Contact: Brenda Newsom Dist: Canton PA Supv: Steve Maxwell
PIKE CDHS Mr. Allen Smith 219 West Emmitt Avenue Waverly, Ohio 45690 (614) 947-2171	Jill Legg, WP Administrator Futures Unlimited 106 N. Market Street Waverly, Ohio 45690 (614) 947-2600	BWT Contact: David Kulich Dist: Columbus PA Supv: Pat Badgero
PUTNAM CDHS Mr. Norman Vonder Embse 1225 East Third Street Ottawa, Ohio 45875 (419) 523-4580	Kim Diamond, WP Supervisor (419) 523-5235	BWT Contact: Gayle Nobleton Dist: Toledo PA Supv: Judy Zinobar

COUNTY/DIRECTOR	WORK PROGRAMS	ODHS
SANDUSKY CDHS Mr. Richard Simington 500 West State Street Fremont, Ohio 43420 (419) 334-3891	Lester McCaslin, Fam & Adult Serv. Nick Ezzone, WP Coordinator 120 N. Arch, Box 890 Fremont, Ohio 43420 (419) 332-9911	BWT Contact: David Kulich Dist: Toledo PA Supv: Paula Shufelt
SCIOTO CDHS Mr. Paul Dettwiller 710 Court Street P.O. Box 1347 Portsmouth, Ohio 45662 (614) 354-6661	Gary Warnock (614) 354-6661 Ext 212	BWT Contact: Brenda Newsom Dist: Columbus PA Supv: Wilma Hughes
SHELBY CDHS Mr. Terry Pellman 129 East Court Street Sidney, Ohio 45365 (513) 498-7300	Tom Bey, Asst. Director	BWT Contact: David Kulich Dist: Toledo PA Supv: Gay Finn
STARK CDHS Mr. Donald Pond 220 East Tuscarawas Street Canton, Ohio 44702 (216) 452-4661	Pauline Coates, WP Administrator 301 Piedmont Ave. N.W. Canton, Ohio 44702 (216) 456-8299	BWT Contact: Marlene Patton Dist: Canton PA Supv: Lois Shepherd
UNION CO DEPT OF ADULT & FAMILY SERVICES Mr. John Popio 246 West Fifth Street Marysville, Ohio 43040 (513) 644-1010	Mary Limes, WP Supervisor	BWT Contact: Ralph Hedenskoog Dist: Columbus PA Supv: Pat Badgero
WASHINGTON CDHS Mr. Michael Paxton 202 Davis Avenue Marietta, Ohio 45750 (614) 373-5513	Kathryn Johnston, WP Supervisor	BWT Contact: Brenda Newsom Dist: Canton PA Supv: Lois Shepherd
WAYNE CDHS Mrs. Louise D. Anthony 2375 Belden, Suite E Wooster, Ohio 44691 (216) 264-3362		BWT Contact: Marlene Patton Dist: Canton PA Supv: Sue Whitmore
WILLIAMS CDHS Ms. Marcia Gilmer 117 West Butler Bryan, Ohio 43506 (419) 636-6725	Connie Smith, Supervisor Williams County Employment Readiness Center 117 West Butler Bryan, Ohio 43506 (419) 636-6725	BWT Contact: Evelyne James Dist: Toledo PA Supv: Gay Finn
WOOD CDHS Frank McLaughlin, Act. Director 440 East Poe Bowling Green, Ohio 43402 (419) 246-3029	Robert Haas, Rebecca Noack Economic Opportunity Center P.O. Box 679 1616 E. Wooster Street Bowling Green, Ohio 43402 (419) 352-7566	BWT Contact: Gayle Nobleton Dist: Toledo PA Supv: Gay Finn

EXAMPLE OF FAIR WORK PROGRAM/VOCATIONAL EDUCATION LINKAGE: The following is an article from the Ohio Displaced Homemaker Network Newsletter, Late Spring 1987. (The Ohio Department of Human Services state supervisor for Belmont County considers the Belmont County Fair Work Program linkages with vocational education a model situation.)

"FAIR WORK

"Belmont County has a 12% unemployment rate. Its Department of Human Services serves about 2,500 people through Aid to Dependent Children and 1,000 people through General Relief programs. In Febuary Belmont County received $600,000 to begin its Fair Work Program. The objective of this program is to find or to create jobs for all ADC or GR recipients who are capable of working. The program was to offer career assesment, job club, personal development and job placement services (including on-the-job-training opportunities). State leaders promoted coordination and linkage for the Program's implementation. Tom King, Belmont County Work Program Administrator, in meeting Sandy Thatcher, Program Specialist, Ohio Department of Education, was referred to me and I have since been able to assist in the developmental stages of this program.

"The results of this linkage are unfolding:

1) A Fair Work Program Supervisor participates on my advisory board and helped develop an Innovative Project Proposal for Carl Perkins funds. This proposal would enable Fair Work Program participants to attend Career Exploration workshops.
2) Exploration by Fair Work Program personnel of my DH program is happening, with the hope of refferals by them ar adaptations by me responsive to their service delivery needs.
3) Other contracts between Fair Work and my sponsoring organization [Belmont-Harrison JVS] are being negotiated for remedial education and GED preparation.

"My intent is to offer the expertise and services available through my DH program whenever possible. In order to be effective I've learned about Fair Work - its goals, its implementation problems, its resources. Our programs share a target opulation. It seems appropriate that we'd plan and work closely together.

"Lynn League, Guest Writer

"Belmont-Harrison Joint Vocational School offers a three week, 50 hour displaced Homemaker Program, 5-8 times a year. It was initiated in 1984. Ms. League is the Program Coordinator."

SPONSORS OF CHILD CARE IN FAMILY DAY CARE HOMES

On the next page is a list of sponsors who claim Child Care Food Program reimbursement for meals served to children in family day care settings. More than 3500 homes in Ohio are identified through the program. About 3100 of these homes are certified through the Ohio Department of Human Services and are Title XX eligible. About 400 have Alternate Approval from the Ohio Department of Education. All are inspected a minimum of three times per year to be sure they meet minimum fire, health, and child care food program standards.

SPH PROJECT II-SS: CC and/or CA monies may be used for these approved Family Day Care Homes. Contact the closest family day care home sponsor for referral to private caregivers. All but two counties have been covered by this process.

1. Action for Children
92 Jefferson Avenue
Columbus, Ohio 43215
(614)224-0222

2. Adams-Brown EOI
P.O. Box 78
Decatur, Ohio 45115
(800)553-7393

3. Athens County Dept. of
Human Services
184 North Lancaster Street
Athens, Ohio 45701
(614)592-1017

4. Belmont County Dept. of
Human Services
68145 Hammond Road
St. Clairsville, OH 43950
(614)695-1135

5. Bond Hill Infant Satellite
Program
4909 Paddock Road
Cincinnati, Ohio 45237
(513)641-0071

6. Center for Human Services
1240 Huron Road
Cleveland, Ohio 44115
(216)861-3395

7. Children's Services
1001 Huron Road
Cleveland, Ohio 44115
(216)781-2043

8. Clermont County YWCA Batavia
55 South Fourth Street
Batavia, Ohio 45103
(513)732-0450

9. Clinton County Dept. of
Human Services
32 East Sugartree Street
Wilmington, Ohio 45177
(513)382-0963

10. Columbiana County CAA
202 East Washington Street
Lisbon, Ohio 44432
(216)424-7221

11. Comprehensive Community
Child Care
2400 Reading Road
Cincinnati, Ohio 45202
(513)621-8585

12. Crawford County Dept. of
Human Services
959 Hopley Avenue
Bucyrus, Ohio 44820
(419)562-0015

13. Erie County Dept. of
Human Services
221 W. Perry St.
Sandusky, Ohio 44870
(419)626-6781

14. Greater Springfield Day
Care Center
508 Latimer
Springfield, Ohio 45503
(513)399-0314

15. Harcatus Tri-County C.A.O.
220 Grant Street
Dennison, Ohio 44621
(614)922-0933

16. Hocking County Dept. of
Human Services
1221 West Hunter Street
Logan, Ohio 43138
(614)385-5663

17. Hunger Task Force of Ohio
80 South 6th Street
Columbus, Ohio 43219
(614)464-1956

18. Jewish Children's Bureau
22201 Fairmount Boulevard
Cleveland, Ohio 44118
(216)932-2802/295

19. Kno-Ho-Co CAC FDCH Program
300 Bridge Street - Nellie
Warsaw, Ohio 43844
(614)824-3511

20. Lima-Allen County CAC
325 South Main Street
Lima, Ohio 45802
(419)227-2322

21. Logan County Dept. of
Human Services
211 East Columbus Avenue
Bellefontaine, Ohio 43311
(513)599-5165

22. Lucas County Salvation Army
P.O. Box 976
620 North Erie Street
Toledo, Ohio 43696
(419)241-2294

23. Marion County Dept. of
Human Services
363 West Fairground Street
Marion, Ohio 43302
(614)387-8560

24. Northwestern Ohio C.A.C.
1933 East Second Street
Defiance, Ohio 43512
(419)784-2150

25. Perry County Dept. of
Human Services
212 South Main Street
New Lexington, Ohio 43764
(614)342-3551

26. Praise Temple Preschool
535 Clinton Street
Steubenville, Ohio 43952
(614)282-9402

27. Summit County Dept. of
Human Services
47 North Main Street
Akron, Ohio 44308
(216)374-7254

28. Union County Adult and
Family Services
169 Grove St.
Marysville, Ohio 43040
(513)644-1010

29. United Presbyterian Church
of the Covenant
11205 Euclid Avenue
Cleveland, Ohio 44106
(216)421-0482

30. Williams County Dept. of
Human Services
117 West Butler
Bryan, Ohio 43506
(419)636-6725

31. St. Marks Presbyterian
FDCH Center
1319 East Boulevard
Cleveland, Ohio 44106
(216)231-3700

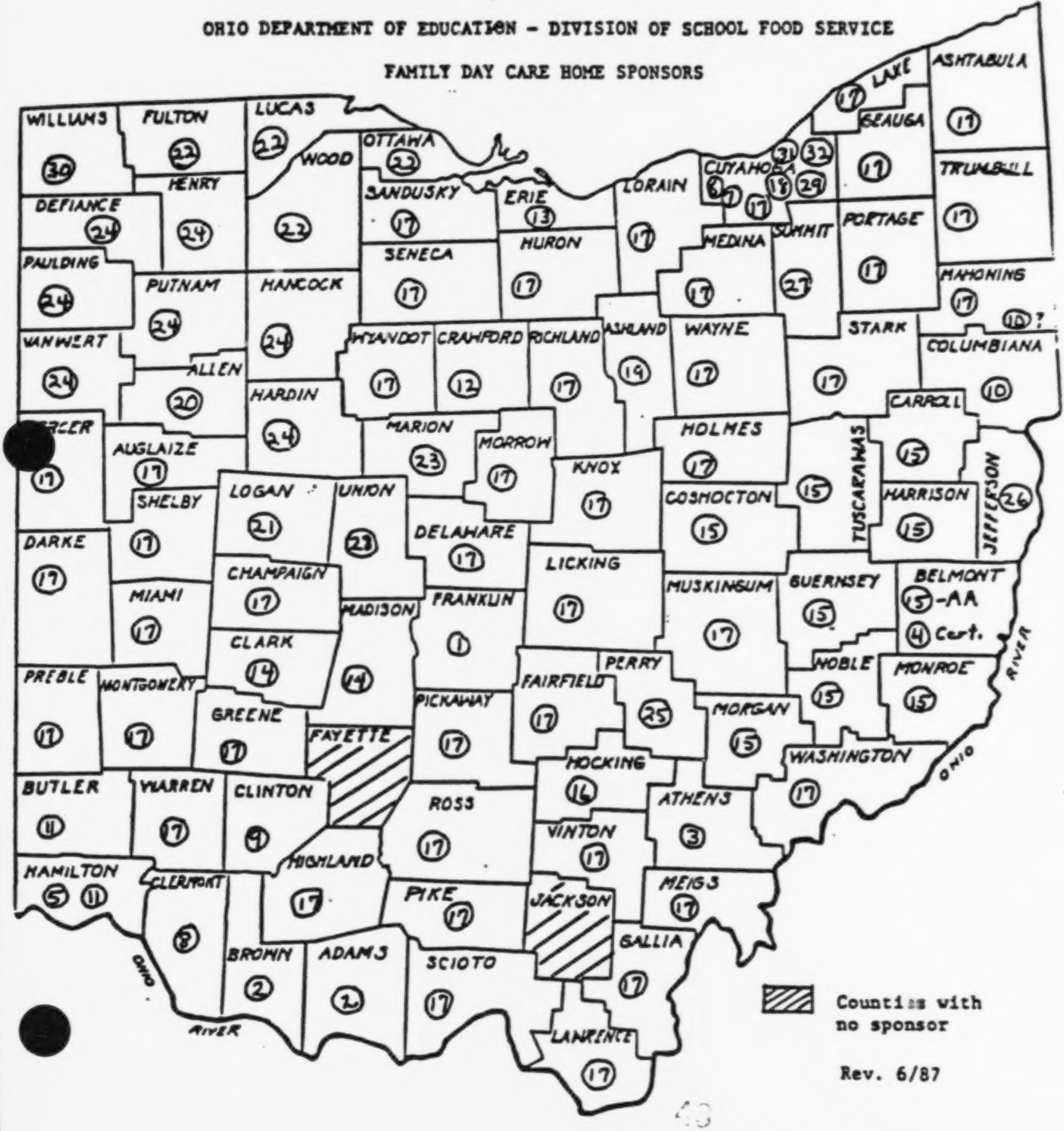
32. West Side Community
House-FDCA Project
3000 Bridge Avenue
Cleveland, Ohio 44113
(216)771-7297

6/87

OHIO CHILD CARE FOOD PROGRAM

OHIO DEPARTMENT OF EDUCATION - DIVISION OF SCHOOL FOOD SERVICE

FAMILY DAY CARE HOME SPONSORS


WILLIAMS 30
FULTON 22
LUCAS 22
WOOD 22
OTTAWA 22
SANDUSKY 17
ERIE 13
LORAIN 17
CUYAHOGA 31 32 6 7 17 18 29
LAKE 17
GEAUGA 17
ASHTABULA 17
TRUMBULL 17
DEFIANCE 24
HENRY 24
SENECA 17
HURON 17
MEDINA 17
SUMMIT 27
PORTAGE 17
MAHONING 17
10 ?
PAULDING 24
PUTNAM 24
HANCOCK 24
VANWERT 24
ALLEN 20
WYANDOT 17
CRAWFORD 12
RICHLAND 17
ASHLAND 19
WAYNE 17
STARK 17
COLUMBIANA 10
HARDIN 24
CARROLL 15
RCER 17
AUGLAIZE 17
MARION 23
MORROW 17
HOLMES 17
KNOX 17
TUSCARAWAS 15
JEFFERSON 26
SHELBY 17
LOGAN 21
UNION 23
COSHOCTON 15
HARRISON 15
DARKE 17
DELAWARE 17
LICKING 17
CHAMPAIGN 17
MIAMI 17
MADISON 14
FRANKLIN 1
MUSKINGUM 17
GUERNSEY 15
BELMONT 15 -AA 4 Cert.
CLARK 14
PERRY 25
NOBLE 15
MONROE 15
PREBLE 17
MONTGOMERY 17
GREENE 17
FAYETTE
PICKAWAY 17
FAIRFIELD 17
MORGAN 15
RIVER
HOCKING 16
WASHINGTON 17
OHIO
BUTLER 11
WARREN 17
CLINTON 9
ROSS 17
ATHENS 3
VINTON 17
HAMILTON 5 11
CLERMONT 8
HIGHLAND 17
PIKE 17
JACKSON
MEIGS 17
GALLIA 17
OHIO
BROWN 2
ADAMS 2
SCIOTO 17
RIVER
LAWRENCE 17

▨ Counties with no sponsor

Rev. 6/87

FUNDING FOR SPECIAL NEEDS* VOCATIONAL EDUCATION PROGRAMS

Funding is available for Secondary and Adult Vocational Education programs to serve the special needs of handicapped and/or disadvantaged persons. Because of the unique needs of the handicapped and disadvantaged, funding for additional program components can be made available through the Special Needs office.

Examples of Program components and services which may be supported are:

- Clerical assistance
- Cooperative job training
- Counseling services
- Development and remedial related lab
- Educational aides
- Equipment
- Interpreting services
- Job placement services
- Occupational evaluations
- Practical living skills
- Program supervision and/or coordination
- Recruitment - intake personnel
- Remedial education/math and language
- Skill training
- Supplies
- Teacher pre-service and in-service
- Transportation
- Tutors and/or remedial instructors
- Vocational evaluation/assessment
- Vocational psychological services
- Work adjustment activities

Special Needs funds provided to the State through the Carl D. Perkins Vocational Education Act (P.L. 98-524) are to be used to expand, modernize and develop quality vocational education programs to assist in meeting the needs of the nation's existing and future work force regarding marketable skills, to improve productivity and promote economic growth.

The distribution of funds to eligible recipients is allocated on a VEPD basis. The amount of funds allocated to each VEPD is based upon a formula that reflects a comparison of a VEPD's enrollment to Statewide enrollment data and consists of the following elements:

- Number of disadvantaged in VEPD
- Number of handicapped in VEPD
- Number of limited English proficiency in VEPD
- ADC recipients per 1000 in VEPD

---

* Adapted from pp. B-62-63 of the ADULT VOCATIONAL EDUCATION PROGRAM SUPERVISOR'S/DIRECTOR'S MANUAL - 1986 which was published under a special Coordination Funding Grant with the Ohio Department of Administrative Services (under P.L. 97-300, Job Training Partnership Act, Title II, Section 123, State Education Coordination and Grants, with the Division of Vocational Education, Ohio Department of Education for FY 1986)

The initial step in the process of distributing Special Needs funds occurs with the Special Needs "Statement of Intent" distributed to each VEPD in December or January. Each VEPD is requested to respond and as a result of the composite of responses a mandated formula is pplied to the pool of funds allocated for the succeeding fiscal year.

The guidelines to develop Special Needs Service plans for the succeeding fiscal year are generally distributed during the month of January. Eligible and interested VEPD/LEA's must return the completed application in March.

SPH Project Directors/Coordinators are advised to participate in the development of the local Special Needs Service Plan.

A local 15% cash contribution is required from the implementing LEA to complement the implementation of an approved Special Needs Service Plan. An entire budget must be submitted to the Special Needs Service for approval to begin on or after July 1 of a fiscal year.

For more information, contact:s

Ohio Department of Education
Division of Vocational Education, Special Needs Service
Richard A. Macer
65 South Front Street, Room 918
Columbus, Ohio 43266-0308
(614) 466-4835

ADDITIONAL LINKAGES TO EXPLORE

These agencies and organizations are also excellent sources of support and referrals:

- WIC (Women, Infants, Children Nutrition Program)
- Ohio Bureau of Employment Services
- Head Start
- Information and referral services
- Crisis Care Line
- Legal Aid
- Community Action Commission
- Ministerial associations/churches
- Courts
- Parents Without Partners
- Women's Network/other women's organizations
- Catholic Social Services/Lutheran Social Services
- Urban League
- Doctors and lawyers
- County Cooperative Extension Service (one area of current emphasis is services for single parents)
- Check the "Social Services" listing in your yellow pages for additional ideas.

OUTREACH AND RECRUITING:

For most Single Parent and Homemaker programs and projects, recruiting eligible clients and developing agency referrals is one of the first critical steps to developing a successful program and a step that often requires continuous renewal. Active recruiting followed by quality programs dovetailed with sensitive support eventually leads to many and highly effective word of mouth referrals. In the meantime, you may find this list of outreach and recruiting ideas compiled from the FY88 SPH proposals helpful.

- Radio/TV Public Service announcements
- Cable television commercial
- Radio/TV interviews with staff, coordinators, former students
- Local newspaper - ads
- Classified sections - help-wanted ad
- News releases
- Newspaper feature articles
- Weekly newspaper column
- Brochures mailed to entire county or targeted households
- Adult education quarterly brochure
- Direct mailing to family life education students
- Contact with Grads, Goals, Displaced Homemaker, and Family Life Education students
- Posters and flyers in schools, laundromats, social service waiting rooms
- Flyers distributed in ADC checks
- Posters with tear-off sections
- Pre-paid postcards prospective clients can fill in and mail
- Personal contact with GED enrollees
- Fact Sheet distributed at public libraries
- Brochures at blood pressure clinic
- Brochures at day care centers
- Phone contacts/Personal Contacts
- Door-to-door contacts/flyers
- Internal memos and inservices
- District newsletter
- Class presentations
- Open House

FOUNDATIONS AND OTHER RESOURCES

RESOURCES

STATE FOUNDATION DIRECTORIES

Akron Community Trusts, 1 Cascade Plaza, Akron, OH 44308

The Ashtabula Foundation, Inc., P.O. Box 695, Ashtabula, OH 44004

Bryan Area Foundation, P.O. Box 651, Bryan, OH 43506

Canton Welfare Federation Community Memorial Trust, c/o Canton Welfare Federation 618 Second Street, N.W., Canton, OH 44703

The Stark County Foundation, 618 Second Street, N.E., Canton, OH 44703

Mercer County Civic Foundation, P.O. Box 145, Celina, OH 45822

The Greater Cincinnati Foundation, 812 Gas & Electric Building, Fourth and Main Streets, Cincinnati, OH 45202

The Cleveland Foundation, 700 National City Bank Building, Cleveland, Oh 44114

The Columbus Foundation, 17 South High Street, Suite 707, Columbus, OH 43215

The Dayton Foundation, 110 East Second Street, Dayton, OH 43402

Galion Community Foundation, 312 East Payne Avenue, Galion, OH 44833

Hamilton Community Foundation, Inc., 323 North Third Street, Hamilton, OH 45011

St. Clair Foundation, Lewisburg, OH 45338

The Lorain Foundation, c/o Lorain National Bank, 457 Broadway, Lorain, OH 44052

Richland County Foundation of Mansfield Ohio, 38 South Park Street, Room 106, Mansfield, OH 44902

The Marietta Community Foundation, c/o The People's Banking & Trust Company, P.O. Box 666, Marietta, OH 45750

The Mount Vernon Community Trust, 109 Catherine Street, Mount Vernon, OH 43050

Licking County Foundation for Public Giving, 36 North Second Street, Newark, OH 43055

Lake County Foundation, 50 Liberty Street, Ext., Painesville, OH 44077

Scioto County Area Foundation, 48 National Bank Building, Portsmount, OH 45662

Salem Community Foundation, Inc., P.O. Box 483, Salem, OH 44460

Adapted from pp. B-68-73 of the ADULT VOCATIONAL EDUCATION PROGRAM SUPERVISOR'S/DIRECTOR'S MANUAL - 1986 which was published under a special Coordination Funding Grant with the Ohio Department of Administrative Services (under P.L. 97-300, Job Training Partnership Act,Title II, Section 123, State Education Coordination and Grants, with the Division of Vocational Education, Ohio Department of Education for FY 1986)

The Sidney Community Foundation, c/o Garmhausen, Kerrigan & Elsass, Ohio Building,

Sidney, OH 45365
The Springfield Foundation, 35 South Spring Street, Lagonda Club Building, Springfield, OH
45502

The Toledo Community Foundation, Community Services Building, #1 Stranaham Square,
Room 141, Toledo, OH 43604

The Tipp Ciby Foundation, c/o The First National Bank & Trust Company, 910 West Main St.,
Troy, OH 45373

The Troy Foundation, c/o The First National Bank & Trust Company, 910 West Main Street,
Troy, OH 45373

The Van Wert County Foundation, 101 1/2 East Main Street, Van Wert, OH 45891

Youngstown Foundation, P.O. Box 450, Youngstown, OH 44501

The Fayette County Charitable Foundation, 604 Fayette Street, Washington Court House, OH
43106

RESOURCES

THE CIRCULATION CENTER LIBRARY
Field Office: 1442 Hanna Building
1422 Euclid Avenue
Cleveland, OH 44116
(216) 861-1933

Circulation Research Service
39 East 51st Street
New York, NY 10022
Can request information on or order publications (listed below) from.

Catalog of Federal Domestic Assistance

The Catalog contains more than a thousand pages of detailed information on federal domestic assistance programs, including descriptions of each program as well as information on deadlines, who is eligible, and how to apply.

Order the Catalog from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

Federal Register

The Federal Register appears every weekday except holidays. It is the best way to keep current on -- and even ahead of -- what's happening in federal funding.

Order from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

Management Circulars: A-21, A-87, A-102, A-110, A-111, and A-122

These documents set the basic rules that all federal agencies are supposed to follow in administering federal grants. They describe administrative requirements for grants to state and local governments.

Order from the Publications Office, Office of Management and Budget, Washington, DC 20503 (Free)

United States Government Manual

This paperback is the official handbook of the federal government. Every department, agency, commission, and quasigovernmental organization is described in it, and agency addresses, telephone numbers, and the names of key personnel are listed. The Manual is useful in identifying names and additional addresses for many of the programs described in the Catalog of Federal Domestic Assistance.

Order from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

The Foundation Directory, 9th Edition

The Foundation Directory is the basic resource for information about the country's major foundations.

Order from The Foundation Center, 79 Fifth Avenue, New York, NY 10003

State and Local Foundation Directories

There are many directories of state and local grantmakers. The most complete, up-to-date list of these directories is published annually in the introduction to The Foundation Center's National Data Book.

The Foundation Grants Index Bimonthly and The Foundation Grants Index Annual

The Bimonthly is a relatively new manazine that publishes news of interest to nonprofit organizations. Regular features include: Updates on Grantmakers, Grantmakers' Publications, The Library Shelf, and Courses and Seminars.

Order from The Foundation Center, 79 Fifth Avenue, New York, NY 10003

Foundation News

Foundation News is a bimonthly magazine published by the Council on Foundations, a national membership organization of grantmaker.

Order the Foundation News from the Council on Foundations, 1828 L Street, NW, Washington, DC 20036

National Data Book

This annually updated publication supplements The Foundation Directory in that it provides material on thousands of smaller foundations not listed in the Directory.

Order from The Foundation Center, 79 Fifth Avenue, New York, NY 10003

Corporate Foundation Profiles

Reproduced here are three - to six-page descriptions of 234 of the largest company-sponsored foundations in the U.S.

Order from the Foundation Center, 79 Fifth Avenue, New York, NY 10003

Guide to Corporate Giving 3

Most of the 711 corporate giving programs covered in the third edition of this basic reference volume are relatively inaccessible, nonfoundation ones. Each entry gives the number, total dollar amount, and largest dollar amount of grants that the company made in four different areas: arts and culture, health and welfare, civic issues, and education. The entries also provide information on application procedures and evaluation criteria, as well as data of special revelance to arts groups.

Order from American Council for the Arts, 570 Seventh Avenue, New York, NY 10018

National Directory of Corporate Charity: 1984 Edition

The National Directory of Corporate Charity, compiled by Sam Sternberg of the Regional Young Adult Project, is the most extensive listing currently available of corporate giving programs. It provides in-depth profiles of 1600 programs. The bulk of the entries describe non-foundation giving programs.

Order from the Regional Young Adult Project, 330 Ellis Street #518, San Francisco, CA 94102; (415) 771-8375

Developing Skills in Proposal Writing

Although Mary Hall's benchmark book on proposal writing offers some thoughtful information on what an agency should do before a proposal is written, its strength rests on the step-by-step proposal-format description. An especially valuable chapter shows how to write objectives, giving examples of behavioral, product, performance, process, and research types.

The book is published by Continuing Education Publications, 1633 SW Park, Portland, OR 97207

Preparing Instructional Objectives

Having trouble deciding what an objective is? For over 20 years, Robert F. Mager's paperback has been helping people separate goals, objectives, and methods from fluff, dreams, and crossed fingers. You can read the entire book in an hour, but you may find that the third and fourth readings yield even more benefit.

Order from Pitman Learning, Inc., 19 Davis Drive, Belmon, CA 94002

Program Planning & Proposal Writing

The most widely used format in the Country, Program Planning & Proposal Writing is available in introductory and expanded version. Both booklets discuss how to develop credibility in the proposal introduction, assess needs, conceptualize and state objectives, design an evaluation, establish a budget, plan for future funding, and write a good proposal summary.

Order from the Grantsmanship Center, 1031 South Grand Avenue, Los Angeles, CA 90015

The Grantmanship Center NEWS

The NEWS is the only magazine that covers both public and private finding in depth. Its basic how-to articles are step-by-step guides to obtaining grants, writing proposals, planning programs, developing resources and managing nonprofits.

Published by The Grantsmanship Center, 1031 South Grand Avenue, Los Angeles, CA 90015

The Grantsmanship Book

This loose-leaf binder contains a comprehensive collection of information and instruction for the nonprofit agency manager. With more than 600 pages of text, The Grantsmanship Book covers proposal writing and program planning, foundation funding and corporate giving, federal funding marketing and fundraising strategies for nonprofits, and program evaluation.

Order from The Grantsmanship Center, 1031 South Grand Avenue, Los angeles, CA 90015

Fund Raising Management

Here you'll find information about such hard-core fundraising issues as computerized mailing lists, capital campaigns, and whether you should use a window envelope for your direct mail piece.

Published monthly by Hoke Communications, Inc., 224 Seventh Street, Garden City, Long Island, NY 11530

The Grass Roots Fundraising Book

This book and its companion volume, The Successful Volunteer Organization are two of the best nonprofit manuals available.

Order from Contemporary Books, Inc., 180 N. Michigan Avenue, Chicago, IL 60601

Making the Non-profit Organization Work: A Financial, Legal, and Tax Guide for Administration

A step-by-step guide for establishing a corporate entity and obtaining tax-exempt status from the IRS. The 400-page manual, in loose-leaf format is published by The Institute for Business Planning.

Order from Eleanor Brigida, Prentice-Hall, Inc., 200 Old Tappan Road, Old Tappan NJ 07675

STATE GOVERNMENT SOURCES OF FOUNDATION INFORMATION

OHIO
Bruce Rakay, Chief
Charitable Foundations Section
Office of the Attny. General
15th floor -- State Office Tower
Columbus, OH 43215

PART D

D. SPH REQUEST FOR PROPOSALS (RFP) (Insert local copy)

PART E

E. STRATEGIES TO ADDRESS DETERRENTS TO PARTICIPATION IN ADULT EDUCATION E-47

STRATEGIES TO ADDRESS DETERRENTS TO PARTICIPATION IN ADULT EDUCATION

Describing, documenting, and meeting the special needs of single parents and homemakers can be a special challenge. This section consists of an excerpt of research-based information which addresses the characteristics of reentry women (including, of course, homemakers and displaced homemakers) and successful approaches to involving them in adult education. Also included is information on meeting the educational needs of the elderly, the educationally disadvantaged, and rural adults--all of whom may overlap with some of the single parent and homemaker population.

With permission, this excerpt is reproduced from:

> Deterrents To Participation: An Adult Education Dilemma. Information Series no. 308. Craig Scanlan. Columbus: ERIC Clearinghouseon Adult, Career, and Vocational Education, The National Center for Research in Vocational Education. The Ohio State University, 1986. pp. 47-55.

For further information contact:

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Telephone: (614) 486-3655 or (800) 848-4815

Successful Approaches Addressing Deterrents to Participation

The literature is replete with successful examples of how providers have addressed deterrents to participation in adult education. Given the number and variety of these approaches, it is useful to categorize them according to the specific segment of the population served. For illustrative purposes, four representative groups of hard-to-reach learners have been chosen: "reentry" women, the elderly, the educationally disadvantaged, and those living in rural areas. Although substantial overlap can and does exist among these groups, and none is truly homogeneous in regard to its characteristics, it is clear that different deterrent factors tend to affect these groups in different ways. Indeed, as both participation theory and marketing analysis would claim, it is only by careful assessment of the unique attributes of a given segment of the population that we can expect to identify and address deterrents to their participation in adult education.

Reentry Women

Reentry women are usually defined as those desiring to continue their education after a substantial leave, commonly associated with child rearing or family responsibilities. Although the purposes of reentry are diverse, career preparation and personal development are the most frequent reasons given by these women for continuing their education (Grossberg 1981). The major factors deterring reentry women from pursuit of additional education include those evolving fro diminished self-concept or self-confidence, home-related problems, unawareness of educational opportunities, and incompatibilities of time and/or place (Ekstrom 1972; Henshaw 1980; Nolan 1980). Cost may also deter participation, particularly among single parents.

Programs successful in addressing these deterrents and preparing reentry women for career and/or life transitions generally have taken a holistic approach to the problem, treating education per se as only one need among many ("Women and Adult Education" 1980). As suggested by O'Neill and Spellman (1983), program planning for reentry women should take into account the following broad objectives:

- Raising self-esteem
- Developing intellectual and personal autonomy
- Helping women understand the use of power
- Helping women prepare to resume interrupted careers
- Teaching women the special skills required for career advancement, including sponsorship
- Helping women cope with role conflict and aloneness
- Promoting physical and emotional well-being
- Providing women with the skills necessary to cope with discrimination

Implicit in these objectives is the establishment of a learning environment free of threat and considerate of the influence of prior socialization upon women's traditional orientations toward their roles (Farmer and Backer 1975). Because reentry requires both appropriate information *and* support, emphasis is placed first on counseling and group-oriented activities designed to address attitudes and values that may be contributing to negative selfconcepts or lack of confidence in personal goal-setting (Gayfer 1980; Hughes and Kennedy 1983; Mohsenin 1980). Following this "bridging" component, prospective learners are better prepared to articulate and address specific instrumental or expressive needs through appropriate coursework. Successful programming usually supplements these activities with selected support services like child care, while assisting learners in establishing the formal and informal network ties necessary to achieve the desired goal(s) (Sullivan 1981). Often, employer sponsorship and work-site activities are provided to obviate cost and scheduling-related deterrents to participation, especially for reentry women seeking career opportunities or advancement.

Cirksena, Hereth, and Costick (1977) provided an overview of current issues and efforts involved in addressing the needs of reentry women. Good examples of programming that has been successful in addressing deterrents to participation include the Women's Education Development

Incentive Program (WENDI) at Brevard Community College in Florida (Forrest 1981), Women in Business, Inc. (O'Neill and Spellman 1983), the Career Development Women's Studies Program at Cornell University (Nelson, n.d.), and the Women's Mobile Campus Program described by Maxeiner, Nelson, and Klinger (1982). Although these efforts differ in regard to sponsorship and emphasis (i.e., career versus personal development), all are characterized by sensitivity to the multiple constraints limiting women's ability to continue their education. Such sensitivity is the hallmark of successful programming for reentry women.

The Elderly

Conceptions regarding learning and aging have changed dramatically over the last 20 years. Conventional wisdom notwithstanding, research has consistently demonstrated that the elderly not only have explicit educational needs, but also exhibit both the motivation for and ability to address these needs (Knox 1977; McCluskey 1974; Peterson 1983). Yet the aged remain among the most underrepresented segment of the population participating in adult education (Heisel, Darkenwald, and Anderson 1981; Kay 1982).

In part, this observed disparity is attributable to the numerous deterrent factors affecting the elderly's participation in educational activities. Among the deterrents most likely to have an impact upon the elderly are those related to negative self-image or diminished self-concept, personal problems (particularly poor health), unawareness of appropriate opportunities, questionable relevance of extant programming, cost, limited accessibility, social nonaffiliation, and security concerns (Coe and Barnhill 1965; Goodrow 1975; Kelly 1974; Knox 1977; Monk 1977; Spencer 1980; Trager 1976; Wood and Associates, n.d.).

Overcoming these numerous deterrents to older adults' participation requires that programming be direct, personal, and accessible (Robinson 1983; Spencer 1980). *Directness* is achieved by establishing linkages with the elderly community, usually with and through agencies sharing a complementary commitment to the aged. Spencer (1980) identified nine categories of organizations and agencies whose missions involve service to the aged and, depending upon the purpose of the educational activity, would be likely to engage in collaborative recruitment and programming. Besides having obvious contacts and credibility within the elder community, such agencies can help provide the special resources necessary to address many of the aforementioned deterrents to participation, such as personal and informational counseling, health services, transportation, and funding.

Personal programming for the elderly attempts to address dispositional deterrents to participation by providing a supportive and responsive learning environment, with due attention to individual needs, expectations and concerns (Hixson 1969; Spencer 1980). Such a climate is established by providing for physical comfort and mutual trust and respect among participants, and giving learners a share of the responsibility for prioritizing and planning their activities (Knowles 1980; Peterson 1983). Moreover, learning experiences must be designed to address shortcomings associated with such physiological changes characterizing the aging process as loss of hearing, diminished visual activity, and so forth (Knox 1977). Last, if dispositions are to be changed, providers should employ learning processes that capitalize on the wealth of life experiences that older adults typically bring to bear on their learning activities. Indeed, only by emphasizing process over content can providers expect to alter long-standing negative conceptions of self and the relevance of organized educational experiences.

Finally, by providing *accessible* programming, providers can do much to overcome deterrents related to time/place incompatibilities, while simultaneously addressing personal problems and security concerns as impediments to participation (Peterson 1983). Through collaborative linkages, appropriate community sites can be identified and employed for programming. Such sites should be convenient and familiar to prospective learners and have facilities commensurate with the needs of older adults (e.g., adequate lighting or elevators). Scheduling should be based upon identified priorities among those targeted, and account for common conflicts or otherwise unforeseen circumstances such as foul weather. In addition, transportation should be considered an integral component of the programming, especially among the rural elderly (Spencer 1980).

Programs successfully employing these various strategies are as numerous as the different educational needs and expectations they address. Among the most comprehensive and longstanding is the Institute of Study for Older Adults (ISOA) at New York City Community College (Spencer 1980). Beyond bringing education to older adults in the communities it serves, ISOA strives to stimulate and train others to address the educational needs of the elderly, including the aged themselves. Six major components constitute the ISOA program: liberal arts instruction, an ethnic heritage program, a consumer education program, a homebound program, a retirement training program, and an information and referral service. Relying heavily upon a network of community linkages, ISOA's small staff is able to reach large numbers of prospective learners through collaborating agencies and organizations. Programming is coordinated through these linkages, with planning and recruitment done by educational committees composed of representative elderly. By direct involvement of those most familiar with the participating organization or agency, ISOA is able to address many of the deterrents characterizing that particular group and tailor its approach to the unique needs, expectations, and concerns of its members. Moreover, besides offering numerous opportunities for participants to continue their learning, ISOA makes extensive use of the elderly as recruiters, counselors, and teachers. By employing indigenous members of the targeted population as role models, ISOA is making appropriate use of significant others as a vehicle for enhancing the self-image of prospective participants and ensuring the relevance and worth of its offerings. In combination, these approaches have manifested themselves in both high levels of demand and satisfaction among the population served—both indices of success in addressing deterrents to participation.

The Educationally Disadvantaged

If completion of secondary school is considered the benchmark measure of minimal educational achievement, the educationally disadvantaged constitute some 65 million adults lacking a high school diploma. Most occupy the lower strata of the socioeconomic ladder and are disproportionately represented among minority groups, especially blacks and Hispanics (Anderson and Darkenwald 1979).

Although cost-related factors obviously play a role in deterring the educationally disadvantaged from participation in educational activities, lack of self-confidence, low self-esteem, and negative attitudes toward education predominate (Anderson and Niemi 1970; Irish 1980; Mezirow, Darkenwald, and Knox 1975; Moore 1970). Compounding these factors are informational deterrents associated with low verbal facility and/or foreign language barriers. Clearly, in terms of both the number and magnitude of factors involved, addressing deterrents to participation among the educationally disadvantaged represents a formidable challenge—a challenge requiring an integrated and comprehensive approach to both recruitment and programming.

Underlying any approach to addressing deterrents to participation among members of this group is the fundamental assumption that the educationally disadvantaged can be reached only through community-based strategies (Baker 1983; Hunter and Harman 1979). Implicit in this perspective is the notion that recruitment efforts must be founded upon strong community linkages and the use of significant others, and that programming must attend to the identification and solution of problems with which community members hold a sense of ownership (Mezirow and Irish 1974).

Recruitment strategies should function not only to inform prospective learners of available opportunities (thereby addressing unawareness-related deterrents), but must also serve to enhance motivation and alter previously acquired negative attitudes. Mass media approaches to promotion are particularly useful in conveying information and, when properly designed (e.g., positive testimonials on TV or radio, newspaper features on successful graduates), may provide motivational inducements. Likewise, referral mechanisms among agencies serving this population can develop better awareness of educational opportunities and potentially affect prospective learners' conceptions of their needs and/or goals. However, the educationally disadvantaged seldom use the mass media as a source of information for solving their problems and tend to be distrustful of guidance provided by formal organizations (Mezirow, Darkenwald, and Knox 1975). Moreover, neither mass media nor referral strategies can address the underlying negative perceptions the educationally disadvantaged hold of education and schooling.

Recruitment strategies designed to address deterrents to participation among the least educated adults must therefore incorporate personal contact as a component of the promotional effort (Irish 1980; Snyder 1971). Personal contact is most effective when members of the local community serve as recruiters (Mezirow, Darkenwald, and Knox 1975). Such individuals can draw on existing networks of personal contacts and, as demonstrated with the elderly, can exert a powerful influence on prospective learners' dispositions toward both themselves and learning (Irish 1980).

Of and by itself, however, recruitment cannot directly address deterrents related to the questionable worth, value, or relevance of an educational experience. Only by providing programming that truly meets the needs and expectations of prospective learners can providers hope to break the vicious cycle created by poor past experiences with the educational system. As previously discussed, the Learner Generative Model (Kasworm 1983) provides the basis for developing such programming.

Irish (1980) identified three model program efforts designed, in part, to overcome deterrents to participation characterizing the least-educated members of society. Although each project employed a different approach, and the emphasis was more on recruitment than programming, together they provide useful insight on addressing the special problem encountered by providers attempting to reach the educationally disadvantaged.

Project Reach, a 2-year demonstration program conducted at the University of Notre Dame, was designed to determine the most cost-effective ways of recruiting the educationally disadvantaged. Results of the project indicated that door-to-door canvassing by project staff was the most effective method of stimulating enrollment in adult basic education (ABE) classes among those targeted, with mass media approaches (radio and television spots) having a negligible impact (McClelland 1972).

The Adult Armchair Education Project, sponsored by the Opportunities Industrialization Center in Philadelphia, targeted the educationally disadvantaged in a economically depressed and racially segregated area of the city. Recruitment focused on both door-to-door canvassing and word-of-mouth recruitment by community-based learning "hosts." These learning hosts sponsored armchair courses in their homes for anyone in the immediate neighborhood who wished to attend. Ten weeks in duration, these armchair courses served as "feeder" or "vestibule" classes, designed, in part, to ease learning group members' transition into more formal settings. Although learning group activities addressed basic skills development, the primary focus was on consumer-related problem solving and community action rather than on content. The success with which this project was able to address the factors deterring its clientele from participation was evident in its enrollments—in terms of both the number of learners and number of study groups, the project exceeded its target goals by nearly 100 percent (Irish 1980).

Project POR-FIN (Program Organizing Related Family Instruction in the Neighborhood) focused on the recruitment of neighborhood Hispanics into ABE and English-as-a-second-language programming offered in a community center. Trained bilingual recruiters were used to establish contact with parents of children enrolled in the local school. Recruiter training emphasized development of effective communication skills, including techniques for persuading and motivating listeners. Moreover, recruiters were equipped with concrete information of potential utility to their audience (e.g., how to get needed social services). Last, recruiters did not approach households "cold," but rather used available knowledge about the community and/or family being targeted as well as follow-up on initial contacts twice over a 2-week period. In comparison to promotion using conventional mail flyers among a control group, *15 times* as many adults contacted by the recruiters enrolled in the programming. Unfortunately, attrition in both groups was characteristically high, indicating insufficient attention to the programming component of the model, especially its affective aspects (Phillips, Bellorado, and Margold 1985).

In combination, these experiences clearly indicate that deterrents to participation among the educationally disadvantaged can be addressed by integrating recruitment and programming strategies grounded on both theory and sound practice techniques.

Rural Adults

Like so many of the hard-to-reach, rural adults are characteristically underrepresented among participants in adult education (Anderson and Darkenwald 1979; Kay 1982). This finding is usually attributed to problems of accessibility, in particular geographic distance and inadequate transportation. Although inaccessibility is certainly a deterrent factor among rural adults, other forces impinge upon their willingness or desire to participate in educational activities. Among these are dispositional deterrents related to comparatively low levels of educational attainment, institutional deterrents arising from a lack of support services, and situational deterrents related to competing priorities among job and family (Copa 1976; Marineau 1975; McCannon 1983; Waldron 1968). Compounding these factors among low-socioeconomic status rural adults are cost concerns, and among rural women, a lack of support within the family.

A fundamental assumption underlying efforts to address these deterrents to participation is that rural adult education must be considered an integral part of rural development; that is, it must be firmly rooted in the surroundings and daily lives of its prospective participants and should focus on local problems and their solution (McCannon 1983). As a component of rural development, adult education must integrate advisement, counseling, and supportive service components within its programming and, where necessary, provide "bridging" functions for individuals deterred by negative past experiences or diminished self-concept. Moreover, prospective learners must be reached, informed, and motivated in appropriate ways, and those who desire to participate must not be deterred by barriers of time and/or place.

In terms of instrumental needs, particularly those related to farming and agribusiness, the Cooperative Extension Service (CES) stands out as the most successful model of its kind, not only for rural education, but for adult education as a whole. The demonstrated success of the CES is based upon the sound integration of promotional and programming strategies, using productivity and profit as major motivational inducements. Annual work plans rely on grassroots input from local county committees and advisory groups. Heavy emphasis is placed on the use of local resources and facilities and collaboration among existing formal and informal community groups. Extension agents provide the framework for and facilitate solution of practical problems of immediate concern to those participating, in essence, applying the key elements of the Learner-Educator Collaborative Model described by Kasworm (1983) and depicted in table 7. Admittedly, the success of the CES stems in part, from its long-standing financial support by the federal government and the many related privileges it enjoys. Nonetheless, its sound approach to the special problems of educational delivery in rural settings has gained for the CES recognition as the prototypical model for rural development.

Perhaps due to the success of the CES in addressing the instrumental needs of its clientele, most rural dwellers indicate unmet needs for more expressive-oriented education, especially that related to personal growth and development. Programming successful in meeting these needs and addressing related deterrents to participation has generally taken a community-based approach to the problem, collaborating with local agencies for purposes of recruitment and support services (Maes and Draves 1981; Walker 1981). Given the scarcity of resources characterizing many rural environments, collaboration among service agencies with a commitment to rural development is often the key to successful outreach (McCannon 1983).

McCannon identified several examples of community-based programs that have demonstrated success in reaching their targeted clientele. Among these are the rural education program at the University of Alaska (Walker 1981); the University for Man at Kansas State University (Maes and Draves 1981); the Southern Appalachian Labor School in Montgomery, West Virginia; the Southeast Community College Outreach Program in Cumberland, Kentucky; and the Colorado Mountain College residential/community-based centers in western Colorado. Although each program addresses a different clientele, provides for different needs, and employs different logistical approaches to the problems of promoting and delivering rural education, all are characterized by a community orientation tailored to local needs and dependent upon partnership arrangements with existing service agencies. Moreover, each of these programs incorporates informational resources and counseling services as an integral component of its total educational plan. More recently, Kirkwood Community College in Cedar Rapids, Iowa, and the University of Minnesota's Project ENLIST (Educational Network Linking Institutions, Students, and Technology) have enhanced their capacity to obviate geographic barriers to participation by the use of telecommunications technology.

Conclusion

Although it is clear from the foregoing analysis that our current knowledge of factors deterring adults from participation is incomplete, there is sufficient support in both theory and practice to substantiate inclusion of the deterrents concept as a valid determinant of adults' educational behavior.

For providers of adult education, the numerous examples of successful practice convincingly demonstrate that one can overcome or minimize the impact of deterrents to participation that selectively affect groups of prospective learners. Characterizing all these efforts has been careful preliminary planning that focuses on both the selection and design of appropriate methods of recruitment and programming. Underlying all providers' planning has been the use of existing theoretical knowledge on educational participation and its practical manifestations, for example, the marketing approach. Most significant is the common observation that successful providers pay attention to the needs, expectations, and concerns of their prospective clientele, using their resources in logical ways to make participation in their programming as easy and meaningful as possible.

For policymakers, several critical issues have been raised. Are sanctions necessary to "induce" participation? What are the ethical issues involved in affecting adults' motivations? Who shall pay for the additional resources necessary to address these deterrent factors? Should the problem be addressed in elementary and secondary education? These are but a few of the policy issues that must be addressed.

For scholars, it is apparent that more and better research on participation behavior is needed. The groundwork has been laid, but key questions remain to be answered. Only in this context can true progress be made and adult education providers and policymakers alike be confident in their ability to make informed decisions and fulfill their important role in our educational system.

PART F

F. SAMPLES

SPH Advisory Committee Minutes F-1
Wayne County Schools Career Center Packet F-9
Ohio Hi-Point Packet F-27
Toledo Public Schools Packet F-41
Miscellaneous Forms F-77
ODHS Compliance Report Form F-117
SPH Border F-125
Income Scales F-126
How to Figure Gross Monthly Income F-132

Single Parent Homemaker Advisory Committee Minutes

April 14, 1987

Those in attendance:

Maria Phillips	Polaris GRADS Teacher-Coordinator
Cynthia Karger	Polaris GRADS Teacher-Coordinator
Eric Schau	Polaris Adult Education Supervisor
Teri Balasz	Polaris Transitions Coordinator
Pat Carter	Polaris Work and Family Coordinator
Evelyn Finley	Polaris Secretarial Office Systems Program Inst.
Don Copeland	Director Dept. of Human Services, North Olmsted
Nancy White	Southwest General Hospital
Eileen Hickey	Berea Children's Home Care Center
Irene Kuhlman	Crisis Pregnancy Center
Paul Stropko	First National Supermarkets

1. The Single Parent Homemaker Grant for this year was evaluated with statistics given. 32 used Day Care Supports - Center Based, Child Care or Travel Allowance. Of these 3 were enrolled in occupational training.

2. Monitoring forms were shared. Committee liked invoice forms and contracts. Contracts do, however, need to be revised.

3. To establish greatest financial need, a screening instrument and Support Services Application from Plain Local Schools was shared. It was suggested to revise the form for our use for the Day Care Support Services.

4. Center Based Day Care again did not serve as many as originally planned due to unavailability of slots. Since GRADS students enter the program at different points in the school year, it is not feasible for a day care center to hold a slot for an infant without monetary renumeration. Committee felt the number to be served on the project should be lower.

5. Occupational training in Post Secondary should and will be expanded to programs other than just Secretarial Office Systems Specialist to serve the needs of single parents and homemakers who wish to be trained in another area. It was suggested to open it to all Adult Vocational Job training programs that meet more than 120 hours.

6. Students on the Occupational Training Grant need extra support in addition to training. Although they have the job skills--they need information on balancing work and family, building self-esteem, communication skills, etc. It was suggested to have an Innovative Projects Grant on Personal and Career Development. Teri Balasz and Pat Carter will work on this proposal.

7. To open the Grant to more eligible single parent homemakers, Occupational Training will request more funds than last year's budget and day care support budget will be cut a little to serve only those with greatest financial need.

8. Resources that were purchased with the Grant this year were shared. The committee agreed with the GRADS coordinators that there was a need for a portable Career Assessment Instrument. The Transitions Coordinator highly recommended the COPSystem.

9. The committee was very supportive of the Grant and agreed it was an incentive to keeping the students in school or training. They all strongly supported continuing the Grant next year.

SINGLE PARENT/HOMEMAKER ADVISORY COMMITTEE MEETING

Minutes

The Single Parent/Homemaker Advisory Committee Meeting met in a special planning session on Wednesday, April 22, 1987.

Advisory committee members and JVS personnel in attendance were: Dorothy Barndollar, Phyllis DeMark, Anne Dotson, Marty Enold, Peggy Hamilton, Dale Kretovics, Mary Plas, Bob Priest, Bill Ruth, Melva Tolbert and Tom Woltman.

Committee members congratulated staff on the implementation of last year's grants and the number of people served. In a brainstorming and planning session, the following ideas were discussed as possibilities for new programs:

- more outreach to community agencies (Woltman)
- transportation services with possible cooperative venture with the new Lorain County Transit System (Kretovics)
- child care facilities and problems/legality of and on-site center (Ruth)
- use the JVS during the day for more single parent/homemaker programs; advantages is that children are already in school (Tolbert)
- possibility of cooprative venture with present JVS child care operation (Dotson)
- concern over drop-out problems and lack of effective programs for that target group (Tolbert)
- sattelite programs offered in other facilities around the county (Woltman)
- clarification of GRADS program (Dotson)
- feasability of summer program for drop-outs and other at risk populations (Kretovics)
- possibility ~~continuation~~ of Family Wellness Programs in cooperation with Lorain Community Hospital's programs (Plas)

- association with ministerial groups in the county (Priest)

- training for agency personnel who work with single parents and homemakers (Tolbert and Barndollar)

- need for marketing programs to more geographically-diverse areas in Lorain County (Woltman)

After discussion on the various topics, the group listed prioritzed needs as:

1. expand marketing of SPH services to as many populations from as many parts of the county as possible

2. providing child care and transportation

3. helping agencies increase awareness and training their own staffs who work with single parents and homemakers

4. continued concentration on school-community-agency cooperation in programming, training and placement

The JVS staff agreed to incorporate as many ideas as possible into the SPH grants for 1988 and will report back to the group at their Fall Advisory Committee Meeting.

CCJVS
EDUCATION FOR EMPLOYMENT
Columbiana County Joint Vocational School District
9364 State Route 45 • Lisbon, Ohio 44432 • 216/424-9561

SINGLE PARENT AND HOMEMAKER ADVISORY COMMITTEE

Meeting held April 14, 1987 2:30 p.m.

The committee looking at the overall Single Parent Homemaker Projects met to review the RFP package for FY 88. Each section or area was examined, with a review of prior performance and an assessment of needs for the coming year as follows:

Project I: This project ran out of money during the current year and has been extremely successful in meeting the needs of single parents and homemakers. Placement statistics were provided by the Innovative Project coordinator which indicate that the client group is completing training and securing employment is a number of fields. A recommendation was made by the group to continue to seek a large portion of the funding available in this area. The committee was very pleased to see the provision for up to 10% available for complementary activities.

Project II: Child care provision at the school meet a very real need and is supported by the entire committee. It was noted that the relationship with the vocational instructors and their training programs is most complimentary. The RFP seems to indicate a separate child care advisory committee. Mr. Dilling indicated that he would see that this is arranged. Mrs. Arbogast brought up our ongoing cooperation with the Department of Human Services and Title XX funding for child care to serve students not served in our school based center. At this time, we do not see a need for additional SPH funding in this area.

Project III: Both GRADS coordinators expressed a need for appropriate instructional materials and for testing and evaluation materials for use with the single parents they serve. A suggestion was made that this project address the joint needs for GRADS materials and materials needed for the complimentary activities planned to work with skill training in Project I. Several members emphasized that this is an area where secondary and adult needs overlap and that we have been able to coordinate resources well.

Project IV: Our school has conducted outstanding Innovative Projects for the last two years. We do not, as a group, feel that we have a project which would likely be funded for next year. The best use of available funding would be to concentrate as much as possible on skill training in Project I.

F-5

Members of the committee suggested that rather than an additional formal meeting that phone calls as needed would be preferable. The meeting was adjourned at 4:35 p.m.

The group noted that a separate advisory committee will work with the Sex Equity Projects 1 - 9 RFP.

Members in attendance were: Arbogast, Clark, Privette, Naoum, Dilling, Morris, Eskay, Liggett, Anderson, Guest, Patterson and Bretz.

F-6

CCJVS
EDUCATION FOR EMPLOYMENT

Columbiana County Joint Vocational School District
9364 State Route 45 • Lisbon, Ohio 44432 • 216/424-9561

SINGLE PARBNT HOMEMAKER ADVISORY COMMITTEE

February 5, 1987

The Committee working with SPH Projects I, II, & IV met in the Board Room of Columbiana County Joint Vocational School at 2:30 p.m., Feb. 5, 1987.

In attendance were: Barbara Sands, Pat Privette, Valerie Morris, John Dilling, Toni O'Neill, Joan Liggett, Karen Arbogast, Connie Naoume, Pat Patterson, Edna Anderson, Mary Eskay and Charlotte Guest.

An overview of the Carl D. Perkins Vocational Education Act of 1984 was given with an explanation of the special programs for single parents and homemakers at the adult and secondary levels, as well as the special projects. This was followed by a specific examination of the various programs at Columbiana County J.V.S. and how they work together to serve this special population.

Mrs. Morris, Mrs. Eskay and Mr. Dilling discussed the importance of the Infant Day Care program in keeping teen parents in school to complete their diploma. It was also pointed out that two children on an adult student in the food service program was being served on a regular basis in the infant care area. Mrs. Eskay told the group how the infants are contributing to the family life classes. Students are able to see first hand some of the problems and realities of caring for an infant while completing their education.

Mrs. Sands and Mrs. Patterson talked about the GRADS programs being offered at the JVS and area feeder schools. The problems in keeping the 18 year old parent in school were discussed, as was the need for better assessment and evaluation to assist this special population in planning vocational goals and direction. Connie Naoume offered information and assistance from the Department of Human Services to help the GRADS coordinators. The committee emphasized the importance of working with community resources such as Human Services, and the Salem YWCA teen panel on parenting.

Karen Arbogast and Connie Naoume talked about the loss of the WIN program in Columbiana County and its impact in serving our targeted group.

Toni O'Neill told of the success we are having with this year's innovative project. She is working with employers, OBES, JTPA and others to find jobs, place targeted students and establish internships. On spite of the late hire date and delay in staring in project, a great deal of the ground work had been started and we are seeing progress with placement in jobs and intern positions.

F-7

Pat Privette addressed the group as an employer in the area and stressed that employers are not advertising jobs. She pointed out the importance of public relations in letting the employer community know about our training and the quality of people we are serving.

Mrs. Anderson shared information with the group about the lack of funding in the 1988 proposed budget for the Carl Perkins Vocational Act and the impact this loss would have on our JVS.

The group agreed to continue to share information and ideas on an informal basis, with the next formal meeting to be scheduled as needed to complete the RFP for 1988 funding.

F-8

SPH PACKET FROM WAYNE COUNTY SCHOOLS CAREER CENTER

OT CA TR

Name ______________________________

WCSCC Adult Education

SINGLE PARENT AND HOMEMAKER GRANT CHECKLIST

Date

________ 1. Submit Application.

________ 2. Take Assessment Inventory.

________ 3. Interview and develop training plan with instructor.

________ 4. Provide proof of income.

________ 5. Receive letter of acceptance.

________ 6. Attend Orientation and prepare Individual Employability Plan (IEP).

________ 7. Begin comprehensive occupational skill training.

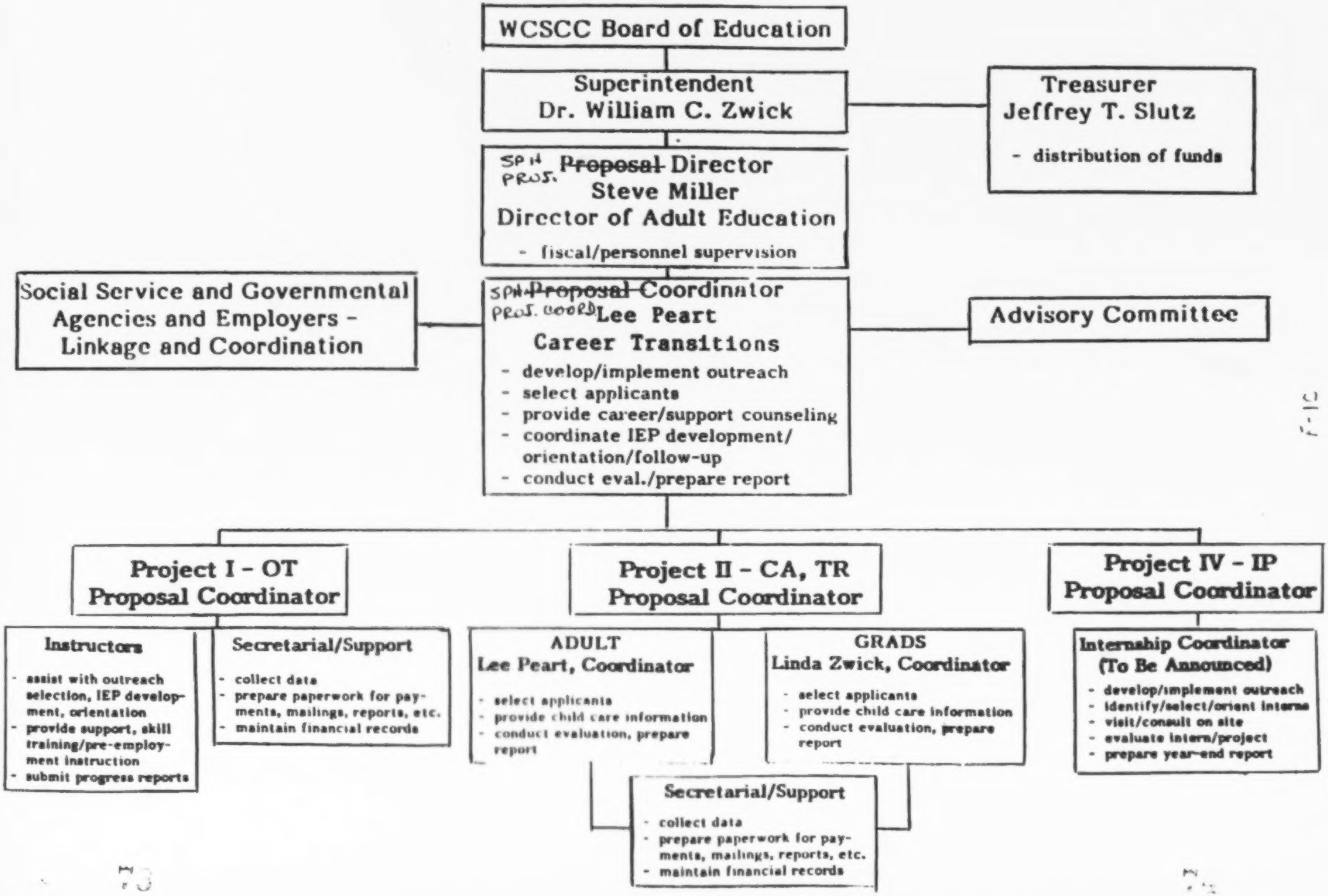
________ 8. Meet with Career Search Coordinator and get approval of IEP.

↑ (on card stock)

SI .E PARENT/HOMEMAK ORGANIZATIONAL CHART

Wayne County Schools Career Center

FY 1988



WCSCC Board of Education

Superintendent
Dr. William C. Zwick

Treasurer
Jeffrey T. Slutz
- distribution of funds

SPH PROJ. ~~Proposal~~ **Director**
Steve Miller
Director of Adult Education
- fiscal/personnel supervision

Social Service and Governmental Agencies and Employers - Linkage and Coordination

SPH ~~Proposal~~ **Coordinator**
PROJ. COORD **Lee Peart**
Career Transitions
- develop/implement outreach
- select applicants
- provide career/support counseling
- coordinate IEP development/orientation/follow-up
- conduct eval./prepare report

Advisory Committee

Project I - OT
Proposal Coordinator

Instructors
- assist with outreach selection, IEP development, orientation
- provide support, skill training/pre-employment instruction
- submit progress reports

Secretarial/Support
- collect data
- prepare paperwork for payments, mailings, reports, etc.
- maintain financial records

Project II - CA, TR
Proposal Coordinator

ADULT
Lee Peart, Coordinator
- select applicants
- provide child care information
- conduct evaluation, prepare report

GRADS
Linda Zwick, Coordinator
- select applicants
- provide child care information
- conduct evaluation, prepare report

Secretarial/Support
- collect data
- prepare paperwork for payments, mailings, reports, etc.
- maintain financial records

Project IV - IP
Proposal Coordinator

Internship Coordinator
(To Be Announced)
- develop/implement outreach
- identify/select/orient interns
- visit/consult on site
- evaluate intern/project
- prepare year-end report

SINGLE PARENT AND HOMEMAKER GRANT APPLICATION

Date Received ________
(Office Use Only)

WAYNE COUNTY SCHOOLS CAREER CENTER
Adult Education

NAME ______________________________ DATE ______________

ADDRESS ______________________________ SOC. SEC. NO. ____ - ____ - ____

CITY/STATE/ZIP ______________________________

PHONE (   ) ____________ (   ) ____________ BIRTHDATE   /   /   AGE ____
Home Other

- -

Currently Enrolled? ___ yes ___ no

PROGRAM(S) OF INTEREST ______________________ Day ☐ Evening ☐ Either ☐

A. FAMILY INFORMATION

1. Are you a single parent? ___ yes ___ no Are you a homemaker? ___ yes ___ no
2. Please list the names and ages of your children and "*" those living at home.

Name	Age

B. EMPLOYMENT INFORMATION

1. Are you presently employed? ___ yes ___ no
   a. If yes, full time or part time? ___ full time ___ part time
   b. If no, how long has it been since your last employment? ______________
2. Have you ever applied for any of the following services?
   ___ Job Training Partnership (JTP)
   ___ GRADS
   ___ Bureau of Vocational Rehabilitation (BVR)
   ___ Other ______________
3. Check all of the following which make attending school, getting a job, or keeping a job very difficult for you.

☐ a. No high school diploma
☐ b. Lack work skills
☐ c. Lack work experience
☐ d. Transportation difficulties
☐ e. Child care difficulties
☐ f. Personal health problems
☐ g. Illness in family
☐ h. Ex-offender
☐ i. Lack of money
☐ j. Alcohol/drug dependency
☐ k. Lack of confidence
☐ l. Age
☐ m. Smoker
☐ n. Other (please describe):

____

F-11

(over)

4. Chronologically list your most recent employers, with the present or most recent first. Put a * by the job(s) you liked most.

a.	________________	________________
	Position	Company
	________________	________________
	Reason for Leaving	Dates of Employment
b.	________________	________________
	Position	Company
	________________	________________
	Reason for Leaving	Dates of Employment
c.	________________	________________
	Position	Company
	________________	________________
	Reason for Leaving	Dates of Employment
d.	________________	________________
	Position	Company
	________________	________________
	Reason for Leaving	Dates of Employment

C. EDUCATIONAL BACKGROUND

1. Do you have a high school diploma? ___yes ___no If not, do you have a GED? ___yes ___no
2. Did you have any skill training while in high school? ___yes ___no If yes, describe.

   ____

3. Do you have any training or education beyond high school? ___yes ___no If yes, describe.

   ____

D. PERSONAL INFORMATION

1. What is your reason for contacting the Career Center? ____________________

   ____

2. Name several things you really enjoy doing or talking about. ____________________

   ____

3. If you could do anything you wanted, what would your "dream job" be? ____________

   ____

4. Have you ever taken a career assessment test? ___yes ___no If yes, What?

   ____

6. How did you learn of this service? ________________________________

7. Please comment below on anything you feel I should know that would help me to know you better. (You may attach a page if more space is needed.)

   ____

   ____

   ____

Return to: Career Search Services, Wayne County Career Center, P. O. Box 378, Smithville, Ohio 44677.

This project was supported in part or in whole by federal funds PL 98-524, through the Division of Vocational and Career Education, the Ohio Department of Education

E. HOUSEHOLD INCOME

1. Please check all sources of family income and indicate each monthly amount.

	Amount/Month
☐ a. Wages/Salaries/Tips/Commissions (before taxes)	$ ________
☐ b. Interest/Dividends	________
☐ c. Rental Income	________
☐ d. Alimony	________
☐ e. Child Support	________
☐ f. AFDC/General Relief	________
☐ g. Housing Subsidies	________
☐ h. Food Stamps	________
☐ i. Unemployment Compensation	________
☐ j. Workers' Compensation	________
☐ k. Social Security	________
☐ l. Monthly Insurance Payments	________
☐ m. From relative not living with you	________
☐ n. Other: ______________________________	________

2. What is your family's average gross monthly income? (total from above) $ ________

	Date
Interview	______
Assessment Test	______
Orientation	______
nseling	______
in Classes	______

WAYNE COUNTY SCHOOLS CAREER CENTER

Individual Employability Plan

Name: ______________________________ **Date:** ______________

Address: ______________________ (Street Address) ______________ (City) __________ (Zip Code)

Telephone: ( ) ____________ (Home Number) ( ) ____________ (Message Number) **SS#:** ____ - ____ - ____

Employment Goal: ______________________________________

Assets for Employment: ________________ ________________

________________ ________________

Barriers to Employment: ________________ ________________

________________ ________________

TRAINING PROGRAM **Starting Date:** ______________

Attendance: **Program:** ______________ **Instructor:** ______________

Day: _____ **Evening:** _____ **Total Weeks of Training:** ________ **Days:** ________

Total Tuition: $ __________

Session 1:	**Session 2:**	**Session 3:**	**Session 4:**
__/__ **Wks/Hrs**	__/__ **Wks/Hrs**	__/__ **Wks/Hrs**	__/__ **Wks/Hrs**
________	________	________	________
________	________	________	________
________	________	________	________
________	________	________	________
________	________	________	________
Books: $	**Books: $**______	**Books: $**______	**Books: $**______

WORKSHOPS

Selected/Scheduled/Attended		Date
____/____/____	**Assertiveness Training**	________
____/____/____	**Women in Management**	________
____/____/____	**Learning to Like Yourself**	________
____/____/____	**Professional Image**	________
____/____/____	**Secretaries' Day**	________
____/____/____	**Changing Eating Habits**	________
____/____/____	**Personal Counseling**	________
✓/____/____	**Job Seeking Skills**	________
✓/____/____	**CHASE, until employed in training area** .	________
____/____/____	**Adult Basic Education (ABE) Lab**	________
____/____/____	**Making Ends Meet**	________
____/____/____	**Stop Smoking Clinic**	________
____/____/____	**Other:** ______________________	________

78

______________ Signature of Student ________ Date ______________ Signature of Program Coordinator ________ Date

F-15

Date

Work Completed ______ % Days Participation ______

Dropped ______

Exit Interview ______

On Leave ______

Instructor(s): ____________________

____

____

Single Parent ____ Homemaker ____

Student Name: ____________________________ Full Grant ____ Partial Grant ____

Address: ____________________________ ________________ __________

Street Address City Zip Code

TOTAL GRANT AWARD

Tuition: $ __________

Books: Session 1 $ __________

Session 2 __________

Session 3 __________

Session 4 __________

Child Care? ____ yes ____ no

$6.00 per day in attendance.

List ages of children living at home:

____

Transportation? ____ yes ____ no

$3.00 per day in attendance.

Reimbursement for tuition previously paid: $ __________

Reimbursement for books previously paid: $ __________

DATE/AMOUNT PROCESSED

____

____

Child care:

July	____	Aug	____	Sept	____
Oct	____	Nov	____	Dec	____
Jan	____	Feb	____	Mar	____
Apr	____	May	____	June	____

July	____	Aug	____	Sept	____
Oct	____	Nov	____	Dec	____
Jan	____	Feb	____	Mar	____
Apr	____	May	____	June	____

____

____

Please Note:

1. Continued enrollment as a Carl Perkins Grant recipient will be permitted upon successful completion of course work and as recommended by the instructor.
2. Reimbursement for tuition and books previously paid by the student will be made at the conclusion of the training plan.
3. Fully funded students who do not complete a session are responsible for the cost of their books.

5/87

This project was supported in part or in whole by federal funds PL 98-524, through the Division of Vocational and Career Edcuation, the Ohio Department of Education.

F-16

WORKSHOPS

Assertiveness Training - Eileen Coan

Saturday, May 16, 1987, 12:30-4:30 p.m.

Learn to avoid being passive or aggressive by developing assertiveness skills. Topics include: "Saying 'No" Without Feeling Guilty", "Recognizing Your Rights", "Handling Aggression in Others". The seminar includes role-playing exercises.

Women in Management - Joyce Hocking

Fall 1987

A seminar designed to develop the professional and personal skills of the woman who wants to get ahead in her career and learn how to maximize her organizational and individual potential. Topics include: "Effective Communication", "Managing Stress Before It Manages You", "Image Impact", and "Time Management and Goal Setting".

Learning to Like Yourself - Jinny Stephenson

Tuesday and Wednesday, March 24 and 25, 1987, 2:45-5:45 p.m. or 6:00-9:00 p.m.

A course designed to show students what it is really like to accept one's self as a total, unique, loving individual. Learn to recognize that your worth is not obtained by the position you hold or the amount of money you have. Learn to reduce the stress in your life as a result of accepting yourself. Learn to be a super achiever. Learn how to be very successful.

Professional Image - Rosemary Smucker

Mondays, between 4:00 and 8:00 p.m., by appointment

A course designed to enhance your self-image through the refinement of grooming and proper attire suitable to the interview process and the workplace. Students work on an individual basis with the instructor according to each student's needs.

Changing Eating Habits - Carolyn Abramson

Tuesdays, 4:00-5:00 p.m. or 6:00-7:00 p.m.

A course designed to examine your eating habits and finds ways to change those habits which contribute to weight gain. It includes information about how and why to exercise. Also included, if students wish, is a supervised diet program to help students lose weight.

Personal Counseling - Referrals - See Lee Peart/Melissa Schrock

Individual basis

Referrals will be made for students with personal difficulties.

Job Seeking Skills - Lee Peart/Melissa Schrock

Wednesdays, 12:30-3:30 p.m. or 6:00-9:00 p.m.

A course designed to teach students how to conduct a successful job search which will ultimately lead to finding a job. Topics include: "Meeting Employers' "Resume Preparation", "Interviewing Techniques", "Networking".

CHASE _ Lee Peart

Mondays, 2:00-5:00 p.m.

A "job club" for current and former students who have completed Job Seeking Skills. The group provides a structured setting in which to look for a job. Further develop your job seeking skills. Extend your networking contacts and uncover the "invisible" job market.

Managing Your Money
To be announced

CHOICES - Lee Peart, Melissa Schrock

2nd and 4th Thursdays of each month, 7"00-9:00 p.m.

A slot-in, slot-out workshop/support group for those adults who have taken our assessment inventory and want further assistance in making a career choice. Individuals can enroll any time and participate for as long as needed.

2/87

WAYNE COUNTY SCHOOLS CAREER CENTER

Adult Education

April 27, 1987

To: Grant and Daytime JTP Students

Please review the attached Activity Calendar for May. Holes have been punched so you may keep it handy and visible in your notebook.

Class rosters are attached for "Assertiveness Training" and "Professional Image". If you selected these workshops on your Individual Employability Plan (IEP) your name is on the list. If for some reason you cannot possibly attend these sessions, please submit an absence request form, available in the Adult Education Office, and return it to me in advance.

"Assertiveness Training" is sure to be a helpful workshop. Eileen Coan of the Counseling Center will focus on helping women express their opinions without violating others and learning to say "no", even when they have always said "yes". If your name doesn't appear on the roster and you'd like to attend, please let us know. Enrollment is limited, but we'll do our best to include everyone in need.

Please mark your June calendars for the workshops on money management, entitled "Making Ends Meet". A representative of Consumer Credit Counseling will be discussing budgeting, financial planning, and wise use of credit. This workshop will benefit those of any income level. "Making Ends Meet" will be presented twice, Monday, June 1, 3:30 - 4:45 p.m. and Tuesday, June 2, at 6:30 - 7:45 p.m. You may choose either of the sessions.

Melissa Schrock is entering her second month as Career Search Instructor. She succeeds Ann Willsie who accompanied her husband on an out-of-state job transfer. Melissa brings with her varied experience in job placement and counseling and looks forward to assisting many of you.

Sincerely,

Melissa Schrock

Melissa Schrock
Career Search Instructor

psd

Attachments

pc: Carolyn Abramson
Bob Bercaw
Dallas Boyan
Chris Boyan
Judy Butler
Cheryl Connelly
Lynne Foradori
Anita Hawkins
Kay Myers
Elaine Reichart
Gene Sacha
Rosemary Smucker
Ginny Stephenson

MONTHLY

Mo May 87

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4 **CHASE,** 2-5 pm F-2 **Professional Image** by appointment	5 **Changing Eating Habits,** 4-5 or 6-7 pm, Clinic	6 **Job Seeking Skills** 12:30-3:30 pm or 6-9 pm, F-2	7 **JTP TIMESHEETS DUE**	8	9
10	11 **CHASE,** 2-5 pm F-2 **Professional Image** by appointment	12 **Changing Eating Habits,** 4-5 or 6-7 pm, Clinic	13 **Job Seeking Skills** 12:30-3:30 pm or 6-9 pm, F-2	14 CHOICES, 7-9 pm, Library	15	16 **Assertiveness Training** 12:30-4:30 pm, F-8
17	18 **CHASE,** 2-5 pm F-2 **Professional Image** by appointment	19 **Women's Network** 11:30 am-1:00 pm East Auditorium Wooster Hospital **Changing Eating Habits,** 4-5 or 6-7 pm, Clinic	20 **Job Seeking Skills** 12:30-3:30 pm or 6-9 pm, F-2	21 **JTP TIMESHEETS DUE**	22	23
24 31	25 **Memorial Day** No Classes WCSCC CLOSED	26 **Changing Eating Habits,** 4-5 or 6-7 pm, Clinic	27 **Job Seeking Skills** 12:30-3:30 pm or 6-9 pm, F-2	28 **SPH Attendance Sheets Due** CHOICES, 7-9 pm, Library	29	30

WAYNE COUNTY SCHOOLS CAREER CENTER

Adult Education

CLASS: Professional Image

STARTING DATE: --

ENDING DATE: --

INSTRUCTOR: Rosemary Smucker

ROOM: B-6

TIME: Appointment times listed below.

CLASS ROSTER

Monday, May 4	P. Wilson	3-5 p.m.
	M. Rhoades	3-5 p.m.
	C. Kiefer	5-7:30 p.m.
	G. Woodhull	5-7:30 p.m.
	J. Coburn	5-7:30 p.m.
Monday, May 11	H. Baker	5:30-7:30 p.m.
	D. Specht	5:30-7:30 p.m.
	A. McNeely	7:30-9:30 p.m.
	K. Pittman	7:30-9:30 p.m.
Monday, May 18	B. Corbin	3:30-5:00 p.m.
	D. Mellott	3:30-5:00 p.m.
	M. Wagner	5:00-7:30 p.m.
	S. Heider	5:00-7:30 p.m.
	C. Hendrix	5:00-7:30 p.m.

Important; If for any reason you cannot make your scheduled appointment, please trade with someone already on the appointment schedule. If this is not possible, contact Lee Peart.

pc: Bob Bercaw
Chris Boyan
Dallas Boyan
Judy Butler
Cheryl Connelly
Lynne Foradori
Anita Hawkins
Kay Myers
Lee Peart
Gene Sacha
Rosemary Smucker

SPH APPOINTMENTS CHECKLIST

Student Name ____

INITIAL APPOINTMENT Date __________ Interviewer ____________________

Check **Folder**
- Application ___
- Proof of income ___
- Income Guideline/full vs. partial ___
- Contract ___
- Assessment Inventory results ___

Check **instructor's recommendations** ___

Review **IEP**
- Date appointment on IEP ___
- All blanks complete ___
- Barriers (if clothing a barrier, note size) ___
- Workshop selection (carefully mark times and dates) ___
- Changes in training plan, present or planned ___
- Determine if child care/transportation needed ___
- Sign and date ___
- Prepare copy for student ___
- Date and initial Grant Award if okay to pay ___

Review **SPH Intake Report** ___

Review Assessement Inventory or set appointment ___

EXIT APPOINTMENT Date __________ Interviewer ____________________

Review, collect and file student **program evaluation** (Evaluation File) ___

Collect/file **attendance sheet** and note % days attended on IEP (student's file) ___

Review **IEP**
- Date completion or dropout ___
- Changes in training plan ___
- Date and initial Grant Award if okay to pay (if not already done) ___

Update/re-file **SPH Progress Report** (Progress Report File) ___

Review **Student Information Sheet** and policy for placement assistance or, if employed, update information on yellow "I am employed!" card. Attach to Student Information Sheet. ___

Check student's **resume master file** and prepare copies if needed ___

Remove unnecessary information and move **student's personal file** to the inactive file ___

(run on card stock)

WAY[illegible]NTY SCHOOLS CAREER CENTER - Adult Education
Si[illegible]rent/Homemaker (SPH) Progress Report

Starting Date ____________
Ending Date ____________
Child Care Provided ________
Transportation Provided _____

Instructor: Please submit progress reports for each SPH student on the last class day of each month to the Adult Education Office. Students may initial this monthly report, but it is not required.

Student: This record is kept by your instructor, but is available at anytime for your review.

NAME: ______________________________

ADDRESS: ______________________________ ________________ ________
Street Address City Zip

F-23

		Daily Attendance Report				Progress on Schedule?			Continue Funding?				
Clerk*		Absent	Present	Workshop(s)	Total*	Above	Average	Below	Yes	No	Observations and Recommendations	Instructor	Date
	July											/	
	August											/	
	September											/	
	October											/	
	November											/	
	December											/	
	January											/	
	February											/	
	March											/	
	April											/	
	May											/	
	June											/	
	TOTAL:												

	Change	Instructor	Date
1.		/	
2.		/	
3.		/	
4.		/	
5.		/	
6.		/	
7.		/	
8.		/	

Change of Status: Please note any change of status that you become aware of concerning this student. Examples:
Enrolled in new program (Course #/Instructor)
Transferred to (Course #/Instructor)
Completed Program
Dropped
Leave of Absence
Employed (Provide Employer's Name, if known)
Change of Address/Name/Telephone
When a student has any change of status, this progress report is to be forwarded immediately to the Career Search Office.

Reminder: If students are leaving due to completion or withdrawal, please instruct them to arrange an exit interview with their Career Search Coordinator or Instructor.

* Office Use only.

Week of ____________

CAREER SEARCH APPOINTMENTS

FY 1986-87

Please schedule and code appointment length as follows: (L = Lee; M = Melissa)

Counseling			**Resumes**		
C -	SPH/JTP -	½ hour	R2 -	We write it (first appointment) -	2 hours
AC -	Assessment -	1 hour	R1 -	They write it (first appointment) -	1 hour
Other:	Refer to Lee or Melissa to call.		R -	Follow-up appointments -	½ hour

	Monday			Tuesday			Wednesday			Thursday		
	Name	Phone	Code	Name	Phone	Code	Name	Phone	Code	Name	Phone	Code
2:00			( )			( )			( )			(
2:30			( )			( )			( )			(
3:00			( )			( )			( )			(
3:30			( )			( )			( )			(
4:00			( )			( )			( )			(
7:00			( )			( )			( )			(
7:30			( )			( )			( )			(
8:00			( )			( )			( )			(
8:30			( )			( )			( )			(
9:00			( )			( )			( )			(

F. 87

* * SAVE * *

WAYNE COUNTY SCHOOLS CAREER CENTER

SINGLE PARENT HOMEMAKER OCCUPATIONAL SKILL TRAINING EVALUATION

Occupational Training: ______________________

Did you complete your occupational training? ___ yes ___ no

structor(s): ______________________

Thank you for taking the time to complete this evaluation. Your comments and suggestions are essential if we are to continue to offer a training program that will meet the needs of our students and local employers. Please give your appraisal of the following areas.

		Excellent	Good	Fair	Poor	Not Applicable
Career counseling, occupational assessment, and development of Individual Employment Plan (IEP)						
Group orientation to SPH Grant and occupational training.						
Schedule (days, times number of weeks)						
Curriculum (courses, textbooks, evaluation)						
Equipment and facility						
Instructor/instruction/program operation						
WORKSHOPS	Assertiveness Training					
	The Woman in Management					
	Learning to Like Yourself					
	Professional Image					
	Secretary's Day					
	Changing Eating Habits					
	Personal Counseling					
	Job Seeking Skills					
	CHASE					
	Making Ends Meet					
	Stop Smoking Clinic					
	Other					

Did you receive child care support and/or a travel allowance? ___ yes ___ no

If yes, would you have been able to attend without it? ___ yes ___ no

Was the amount received sufficient to complete your occupational skill training program? ___ yes ___ no

Comments and suggestions: If you were talking to a new or prospective student, what would you tell them about the program? (If you marked "Fair" or "Poor" above, please make suggestions for improvement. Continue comments on reverse side.)

____

____

Would you recommend this program to others interested in occupational skill training? ___ yes ___ no

______________________ ______________________

our signature (optional) Date

Please return this form to the Adult Education Office.

This project was supported in part or in whole by federal funds PL 98-524, through the Division of Vocational and Career Education, the Ohio Department of Education.

F-25

OHIO HI-POINT SPH PACKET

CS

CAREERS WITH CHILDREN
INTRODUCES
INFANT DAY CARE

- A broad range of stimulation for infants and toddlers.
- A cheerful, bright nursery environment.
- Full-time adult aide and student aides.
- Knowledge for life . . . personal child-rearing practice for students.
- Qualified instructors for Child Care or related areas.
- Valuable career skills for students interested in child care careers.

Ohio Hi-Point JVS
513-599-3010 ext. 223

2280 St. Rt. 540
Bellefontaine, Ohio 43311

(3-FOLD BROCHURE)

F-27

The Infant Day Care Program is designed for quality care of infants four weeks to 18 months of age. It is designed to provide a broader child-care education for job training students. The program also provides care for infants of students and staff at Ohio Hi-Point. We are a non-profit facility and offer an excellent opportunity for job training in the area of child care.

Questions, comments and tour information can be directed to —

Ohio Hi-Point JVS
513-599-3010 Ext. 223

This publication was supported in part or in whole by federal funds of PL 98-524, through the Division of Vocational and Career Education, the Ohio Department of Education.

INFANT PARENT/CHILD ENROLLMENT INFORMATION

Parent's Names______________________________ **(mother)** **Age**________
______________________________ **(father)** **Age**________

Parent's Schedule at Ohio Hi-Point:

(Mother)	**(Father)**
Program:	Program:
Instructor:	Instructor:
Daily Schedule: (indicate room numbers, also)	Daily Schedule: (indicate room numbers, also)

Name of child________________ ________________ Nickname____________

Sex__________Date of Birth__________________Birth Weight______Length______

Due Date(for perspective births)______________
Expected Enrollment Date______________________
Do you qualify for ADC or medical card of any type?______________________

Child's Daily Schedule: Include approximate times/amounts eaten

List people you would allow your child to be dismissed to:
(Children will not be dismissed without parent's approval)

Who will bring your child to school______________________________
Who will pick up your child______________________________________

CHILD'S GENERAL INFORMATION:
Estimate of general health____
Special health needs____
Sleep-
    Does your child have a set time to go to bed? Time________ Up________
    Does your child sleep soundly, lightly, restlessly (circle)
    Are there any problems connected with sleep?__________________
    Does your child use a pacifier to go to sleep?__________________
    Does your child need a special item to go to sleep?______________
        Explain:
    What is your child's normal sleeping position?__________________
Personality-
    How would you describe your child's personality?________________
    Is your child friendly and cooperative?_________________________
    Relationship to adults(independence, respect, etc.)
    ____
    Does your child have any nervous habits?________________________

Toddler Discipline-
    Who administers most of the discipline?_________________________
    What methods are (or will be) used:
    _____Diverting attention   __________depriving of some pleasure

-continued-

_____ignoring
_____scolding
_____spanking
_____sitting on chair
_____isolating

_____reasoning
_____threatening
_____comparing with others
others_____________________
____

Family of Child's Physician's Name_____________________________
Preferred Hospital_____________________________________

Facts concerning child's history (allergies, medications, physical impairments a physician should be alerted to):

____
____
____
____

Names of 2 relatives or contact people in case of emergency:

Name	Relationship	Address	Phone

If an applicant is under age 18, we must have their parents/guardian signature.

I understand that my daughter is applying for infant care services at Ohio Hi-Point JVS and that the above information is correct.

____
(applicant's parent/guardian signature)

Ohio Hi-Point JVS

Infant Care

[illegible]

I hereby agree that if my child is accepted by the infant care services, I will pay the fee quoted in the parent information on the first day of each week. I also agree to see that my child is present daily at the appropriate time and will be picked up promptly each day. I agree to call the school on any day that my child cannot be present and realize that poor attendance will possibly cause my child to lose his/her place on the enrollment list. I hereby give my consent to let my child participate in enrichment activities within the child care facility that might include research studies and video tapings conducted in the Ohio Hi-Point JVS/ Careers with Children coursework. I will notify the school of any change of information as entered on the records. I hereby agree that my child will be four weeks old, or older, and have a written doctor's release upon entering infant care services. I also agree that I will be on campus while my child is in the nursery.

Date____________________

Signed____

I______________________________, hereby give my consent to the Ohio
(parent's name)
Hi-Point JVS Infant Day Care Center to call__________________________
(doctor name)
____________________________________ and if he is not available
(doctor address and phone
to call any doctor for medical or surgical care for my child,

_______________________, should an emergency [illegible]
(child's name)
understood that a conscientious effort will be made to locate me or

____
(Name) (Address) (Phone)

before any action is taken. If it is not possible to locate me,

this expense will be covered by us.

Date____________________

Signed__________________________________

F-31

INFANT DAY CARE ATTENDANCE

POLICY

Children who miss more than two days without a doctor's excuse, or with a transportation problem will be subject to placement on a day to day basis in the infant care program. We will determine a baby that may fill in the opening created by removal of a child due to attendance problems.

The intent of the new rule is to encourage good attendance and to provide care for student babies most responsible in using the [illegible] we offer. Please read this carefully and take it seriously

Greetings! Welcome to Infant Day Care at Ohio Hi-Point JVS. We look forward to caring for your child and we appreciate the opportunity to do so.

Here are some items you will need to provide for your infant.

1. **Disposable diapers (4-6 per day) Diaper wipes, if possible.**
2. **Formula--enough bottles for each day. Please put child's name on each one.**
3. **Baby Food--enough for entire day. (child's name)**
4. **Table Food if baby food is not appropriate.**
5. Training Pants if toileting is beginning. (4-6 pairs, marked)
6. Change of clothing--child's name.

Students may bring infants after 8:00 a.m. One parent (mother or father) must be on campus at all times when the infant is in the day care center.

Infant cost for faculty per child--all-day care:

$35.00/week

Infant cost for students of Ohio Hi-Point:

$5.00 per week
$2.50 per week for ½ day care

Fees are due each Monday for the week.

The program will be provided from 7:30 a.m. until 3:30 p.m. Please remember--
NEVER LEAVE YOUR CHILD IN THE DAY CARE CENTER UNATTENDED.

Be sure that you tell the teacher when you arrive and before you leave the room, make sure she knows your child is there.

Students may not bring friends to visit in the nursery during the day.

No sick children will be admitted in the morning. Sickness occuring during the day will call for phoning, and/or contacting of parents or guardians.

All medications will be administered by adult staff with written permission and instruction from [illegible] doctor.

The ages of the children included in the program are 4 weeks to 18 months. The maximum number of infants we will accept is 8.

Emergency situations will be handled by strict policy as dictated by the seriousness of each situation. The JVS staff nurse will attend to any injuries or illnesses.

Discipline will be positive reinforcement and we will encourage respect for others as we maintain a harmonious atmosphere. Development of a positive self-image and establishing relationships with others is our goal.

We will be in close contact with each parent/guardian throughout the year as we care for your child. Please feel free to ask questions, make suggestions, or give praise.

Thank-you for your support,

Linda Knight

Linda Knight, IDC Director

Please fill out the attached forms and bring them with your child. We must have these forms on file before the infant can be enrolled.

Newsletter to Infant Moms

There have been questions as to the degree of enforcement of the recently instated attendance policy. This policy will be enforced as necessary. It was written so that we can serve student moms in the best way possible. Because we have more and more students interested in the program, we have developed a list for babies that want to be enrolled. Attendance abuse for one parent/infant might cause another (on the waiting list) to be considered for enrollment because it is a responsibility for each parent to be as regular in attendance as she can be. I think you will agree that if your child was on the waiting list and another mother did not attend school regularly, you might think it unfair to be denied a spot in infant care (your attendance has been very regular).

The policy says children who miss more than 2 days--meaning they can miss up to two days but after 2 days they must have a doctor's excuse for absence. Parents do get ill, also--but two days of illness should be enough without an excuse. If you are so ill that you can't attend classes by the third day, you should see a doctor for your child's sake as well as your own. Other excuses for absence will be determined according to the individual case. Obviously there are other acceptable excuses. If you simply look at your own attendance record, you will be able to see if you have been a faithful user of our infant care service.

The last comment I want to make is we all have other responsibilities beyond school. The staff in the infant care room and throughout the school take care of appointments and other activities after school and at other times. For the most part, the other responsibilities that you might have can be taken care of out of school. We ask you to try to schedule your various activities and appointments after school and on weekends. In the working world, you would be asked to do similar juggling of time.

I want to stress that I will evaluate each absence and excuse for the individual case. The attendance policy is written so as to allow some room for interpretation.

Please get the green SPH forms turned in to me soon. We must have these forms on file so that the state department can check our program and the progress we have made.

Please direct your questions and comments to Mrs. Knight, IDC Director.

FIRE DRILL PROCEDURES

INFANT DAY CARE CENTER

Six students will be assigned to six of the infants in the event of a fire drill. The aide and director will each be responsible for an infant. [illegible] Your attention will be directed toward the baby you have been assigned to evacuate.

AM

ASHLIE JOHNSON	KRIS JOHNSON
KAMERIA CLARK	MRS. KNIGHT
TALA MCNUTT	MRS KELLEY
AUDRA WALKER	ANNETTE BIEDERMAN
MEGHAN REECE	MISSY COLE
JERICA MABREY	KIM STEED

The afternoon procedure will be somewhat different, since there are no students in lab in the afternoon. The director and aide will be responsible for the same children they would have had in the morning. Six Data Processing I students will assist in the P.M. It will be very important for each person to take swift and safe action in regard to the infants preparation for leaving the building in the event of a fire or fire drill.

Should a real fire arise, the RAM Center will be available for housing of the infants from the weather elements.

PARENTS OF INFANTS WILL NOT pick up their children as they exit the building for fire drills or for an actual fire. Each child's safety is our greatest concern and we will remove every infant according to the above policy. It is important that student parents remain with their classes for attendance outside the bldg--then with teacher permission student parents may come to check on their baby.

P.M. assignments:

ASHLIE JOHNSON	CYNTHIA [illegible]
KAMERIA CLARK	MRS. KNIGHT
TALA MCNUTT	MRS KELLEY
AUDRA WALKER	MICHELLE [illegible]
MEGHAN REECE	TRISHA [illegible]
JERICA MABREY	CARMEN [illegible]

1/2 PAGE FORMS — EACH WITH CARBONLESS COPIES

OHIO HI-POINT JOINT VOCATIONAL SCHOOL

Child Care Center
Infants

Income Report Form
US - 3d

Date________________ Name of person making report________________

Person making payment	Child	Days Included	Cash	Check

For Clerk/Treasurer's use only
Form A-Receipt#____________

Total to Customer Acct. ______
Date______________
Customer Account Clerk__________

INFANT DAILY RECORD Ohio-Hi Point JVS

Child's Name____________________ Teacher________________ Date__________

Teacher________________

Eating Behavior/Amount

	Formula	Juice
Bottle		
Bottle		
Bottle		
Bottle		
Bottle		

Solid Foods: Food/Time
Cereal____________
Fruit____________
Main Dish____________
Vegetable____________
Dessert____________

Snacks:
A.M. ____________
P.M. ____________
Additional Comments:
____
____
____
____
____

Toileting and Hygiene

Diaper Changes

Time	Urination/BM

Sleeping Pattern

Did not sleep______
Slept 1 hour______
Slept 1½ hrs.______
Additional Comments:
____
____
____
____

****

Daily Comments:
Activities Completed-
______large muscle
______small muscle
______tactile
______listening
______language
______outside
______exercise
______art

General Disposition:
______happy day
______fussy day
______normal day

F-36

Infant Teacher 1

_____1. Disinfect beds, high chairs, changing table, walkers, swing, playpen. Polish beds with a dry cloth to prevent streaking.

_____2. Disinfect the counter top in the lab. Move and clean under everything.

_____3. Straighten counter top.

_____4. Disinfect all toys with a solution of ¼cup bleach to 1 gal. water. Rinse twice in hot water. Pour out and rinse container for tomorrow.

_____5. Put toys and supplies away.

_____6. Change any sheets that may require changing and put in laundry.

_____7. Linens will be washed each Friday in preparation for the week.

_____8. Check diaper stackers if there are not at least six diapers, put a form letter in the child's diaper bag.

_____9. Straighten wooden cupboards.

_____10. Cover record player.

_____11. Change diapers between 2:00 and 2:15 p.m.

Infant Teacher 2

_____1. Take laundry to washer at end of day.

_____2. Put smocks in kitchen.

_____3. Empty diaper pail, securing liner bag and return to changing tables. Place new liner bag into diaper pails.

_____4. Remove any objects from smock pockets.

_____5. Straighten quilts in cribs.

_____6. Run sweeper at the end of the day.

_____7. Change diapers between 2:00 and 2:15 p.m.

_____8. Prepare disinfectant solution for toys to be used for the day. This should be done early in the day for that days use.

Infant Teacher 3

_____1. Dished washed and put away.

_____2. Microwave cleaned inside and outside with Windex

_____3. Wipe microwave cart.

_____4. Clean inside of refrigerator and all trays.

_____5. Clean outside and top of refrigerator.

_____6. Straighten drawers and shelves in kitchen area.

_____7. Clean and polish sink with Soft Scrub.

_____8. Disinfect counter top beside sink.

_____9. Mop kitchen floor with disinfectant.

_____10. Put kitchen towels and dish rags in basin under sink.

_____11. Put items from refrigerator tray in child's diaper bag--only children who leave at 2:40 p.m. Leave others in refrigerator.

_____12. Change diapers between 2:00 and 2:15 p.m.

To: Infant Day Care Parents

From: Mrs. Knight

Just a reminder that the hours for infant care are as follows--8a.m. to 3p.m. for student babies and 7:30a.m. to 3:30p.m. for staff babies. Mrs. Kelly is in the lab from 7:30a.m. to 3:30p.m. and if you are held up for an emergency you should try to notify infant care lab before the center closes. There are times when emergencies arise and we realize this. I am calling this to your attention because we have had some days that have been extremely busy and we perform tasks that cannot be done during the day, after school. The time we have after school is really important to make sure we get all our sanitizing and housework done. We appreciate your cooperation in this matter.

Mrs. Kelly and I feel that the year is going very well. We welcome any comments and/or criticisms as well as any positive comments you might have so that we can make the second part of the year as enjoyable as the first.

Our infant day care center will have it's grand opening or open house on Monday, January 12, from 2-4 p.m. and from 7-8:30 p.m. We would like to have you and your families see the center in it's completed state.

It is the time of the year that we should all take time to count our blessings and to be grateful for the things we enjoy and take for granted. We wish for you and yours all the good things that come from hard work and effort but we also wish you peace and happiness in the coming year.

Happy Martin Luther King Day!!!!!

There are several things which come to mind that I must call to your attention. Please don't take these things lightly. They are important.

1. Being on time is part of your responsibility. School starts at 8:40 a.m. Be here in time to get the baby in and get yourself to class on time.
   *You must bring your baby in--not a friend.

2. The babies need to be bathed at least every other day during the winter months. They have lots of wrinkles and hidden places that dirt and sour smell can occur. Please wash them thoroughly to prevent disease and bacteria growth.

3. Regular doctor check-ups for ear infection signs, congestion, or any abnormal signs of development are crucial.

4. Cleaning up after a diaper change is extremely important. Some of the babies have not been cleaned properly, especially after a bowel movement and so they have developed a diaper rash. We take every caution to prevent diaper rash, please do the same in your procedure out of school.

5. There are some feeding habits that have caused questions for us in the nursery. We will not feed cereal to babies until we have a signed release from the doctor. (This applies to babies under the age of three months.) Other foods will be introduced as you tell us, but, we will not force feed babies If they eat the solid foods, that is fine; if not, we will try again the next time.

   Another nutrition concept that we will adhere to is that we will not feed drinks or foods high in sugar or fat content.

FORMS ISSUED CS CA CC TR

Participant ____________________ **Date**

☐ Support service application ________
☐ SP/H form (Intake & Progress Report Form) ________
☐ CA voucher(s) [month(s) ________] ________
☐ CA verification ________
☐ TA voucher(s) [month(s) ________] ________
☐ TA verification ________
☐ Title IX application [deadline ________] ________
☐ Title IX exception ________
☐ FCEC enrollment packet [program ________] ________
☐ Release of information ________
☐ TDN Intake ________
☐ Approval (see form below) ________
☐ Ineligibility ________
☐ Parent ed voucher ________
☐ Service Agreement ________
☐ ____________________ ________

To:

From: Susan Spiegel, support service coordinator

Re: Approval of Services

Date:

You have been approved for the following services for the period from ________

to ________ to be paid for through the Carl Perkins vocational education grant:

☐ child care at the Family/Child Enrichment Center, Jefferson Center

☐ child care at ____________________

☐ child care allowance for a day care home ____________________

____

☐ TARTA bus tokens

☐ travel allowance ____________________

APPLICATION FOR SUPPORT SERVICES

The Application for Support Services will enable us to determine if you are eligible for child care or transportation services through the Carl Perkins Vocational Education grant.

Eligibility is based upon the following:

1. **Enrollment in an approved vocational education program**
2. **Evidence of financial need**
3. **Regular attendance at vocational classes**
4. **Lack of available funding from other sources**
5. **Lack of available child care in the home (for students under age 18)**

Completion of this form does not guarantee that you will receive the requested services. Child care services will be offered to eligible applicants only when grant funds and openings in appropriate day care settings are available.

I understand that completing this application form does not guarantee that services will be made available to me.

signature of applicant ______________________________

****

Services requested: ☐ day care ☐ transportation Intake date: ______________

Children needing day care:

name	age	birthdate

Monthly income (If under 18, include parents' income): __________

Living with: ______________________________________

School program: ☐ high school ☐ adult Program site: ________________

What program are you enrolled in? (Please circle):

ABC
business and marketing
home economics
trade and industrial
health careers
other ____________________

Displaced Homemaker
Career Transitions
GOALS
GOALS (Hoag Center)
Changes for Youth
ABE/GED

Starting date of program: ____________ Ending date of program: ____________

Schedule of classes: Mon ______ Tue ______ Wed ______ Thu ______ Fri ______

Preferred day care site: name__________________________ phone____________

address ______________________________________

Alternative day care arrangement: ______________________________________

Type of transportation to school: ________________ to day care: ______________

****

Services approved: Day care ☐ CS ☐ CC ☐ CA Transportation ☐ bus ☐ TA

Explanation, if not approved: ______________________________________

Approved by: ______________________________ Date: ______________

Beginning date of services ______________ Ending date of services ______________

DAY CARE ALLOWANCE
AGREEMENT/INSERVICE

This agreement is entered into between the Toledo Public Schools and ______________________________ hereafter referred to as occupational training participant as specified in the guidelines of the approved grant proposal.

The participant will attend training at the Jefferson Center and/or other approved sites from ____________ to ____________. For attendance to training site, an allowance for day care not to exceed ________ per day (a total of ____________ for the first month) to insure attendance and additional payments starting from __________ to __________ upon submission of day care voucher invoice.

This agreement is entered into this ________ day of __________, 1987.

Reimbursement rates:

___	1 child	$ 6.00/day
___	2 children	$ 9.00/day
___	3 children	$11.00/day
___	4+ children	$12.00/day

No. of days present _____

No. of days absent _____ (_____)

TOTAL eligible days _____ x _____ = _____

Training Schedule:

Toledo Public Schools

____

Jalna S. MacLaren
Director, Home Economics/ Family Life

____

Susan Spiegel
Support Services Coordinator

1st payment amt. __________

2nd payment amt. __________

3rd payment amt. __________

4th payment amt. __________

5th payment amt. __________

6th payment amt. __________

7th payment amt. __________

8th payment amt. __________

9th payment amt. __________

Acct. No. ____________________

____

name of participant (PRINT)

____

signature of participant

address:

____

street apt. no.

____

city ZIP

____

social security number

PAYMENT RECEIVED: ________ ________
initials date

F 43

TRAVEL ALLOWANCE
AGREEMENT/INVOICE

This agreement is entered into between the Toledo Public Schools and ______________________________ here after referred to as occupational training participant as specified in the guidelines of the approved grant proposal.

The participant will attend training at the Jefferson Center and other approved sites from ____________________ to ____________________. For attendance to training site and/or to day care site, the Toledo Public Schools agrees to pay the participant a total of $__________ for the 1st month to ensure attendance and additional payments starting from __________ to ______________ at $3.00 per day upon submission of Travel Voucher.

This agreement is entered into this _________ day of __________ 19___.

Training Schedule:

No. of Days Present______
No. of Days Absent ______
Total Eligible Days______ x_______
= ___________

TOLEDO PUBLIC SCHOOLS

____
Jalna S. MacLaren
Director, Home Economics/Family Life

____
Susan Spiegel,
Support Services Coordinator

1st Payment Amt.______________
2nd Payment Amt.______________
3rd Payment Amt.______________
4th Payment Amt.______________
5th Payment Amt.______________
6th Payment Amt.______________
7th Payment Amt.______________
8th Payment Amt.______________
9th Payment Amt.______________
Acct. No.______________

____
Name of Participant (Print)

____
Signature of Participant

Address:

____
Street Apt. No.

____
City Zip

____
Social Security Number

Payment Received: ________ ________
Initials Date

Toledo Public Schools Manhattan and Elm Streets, Toledo, Ohio 43608 (419)729 8303

me Economics
Department
and
Family Life
Center

Jaina S. MacLaren
Director

To:

From: Susan Spiegel, support services coordinator

Re: Payment of child care allowance

Date:

______________________ is a vocational education student. She/he will be receiving a monthly allowance to pay for child care services. This allowance is paid through a state vocational education grant. This parent has indicated that you are or will be providing day care for the following child(ren):

____________________ ____________________

____________________ ____________________

The children will require care on the following schedule:

Beginning date:____________ Ending date:____________

Weekly schedule: Mon______ Tue______ Wed______ Thu______ Fri______

The parent has informed us that your charge for day care is ______/______.

She/he will be receiving a daily allowance of ________ to pay for your services. Parents receive child care allowance checks once a month to pay for care during the entire month. You will receive payment directly from the parent. The parent will receive the first child care allowance payment approximately 2 to 4 weeks after the beginning date of care. If your charge is not completely covered by the child care allowance, the parent is responsible for payment of the difference. Please talk with the parent regarding payment arrangments.

Because your services are being paid for by state funds, it is necessary for us to report certain information to the state. Please keep a record of the days that the above child(ren) is/are in your care. You may be asked for this information.

Your willingness to provide child care will enable the above parent to continue her/his education. Your services are greatly appreciated. If you have questions about the services provided through the grant, I can be reached at my office in Jefferson Center, 1300 Jefferson, Toledo, OH 43624. Phone 241-3988

F-45

Family/Child Enrichment Center
a cooperative effort of
Toledo Public Schools and Toledo Day Nursery
1300 Jefferson Avenue Toledo, Ohio 43624
241-3988/244-9561

VERIFICATION OF CHILD CARE SERVICES

You will be receiving reimbursement for child care. In order to process your vouchers for child care reimbursement, the following information is needed:

A. Your name: ______________________________

B. Program you are enrolled in: ______________________

C. Name, address and phone number of your babysitter or child care center:

____

____

____

D. Names of children receiving care:

1. ______________________________
2. ______________________________
3. ______________________________

E. Amount you are paying your babysitter or child care center:

____________ per day/week/month (circle one)

F. Days of week child care is needed: Mon___ Tue___ Wed___ Thu___ Fri___

G. Beginning date of child care: ______________________

A letter will be sent to your child care provider to verify this information.

Your voucher for child care reimbursement will be turned into The Toledo Board of Education for processing immediately after you begin classes.

Please return this form to:
Susan Spiegel, Support Service Coordinator
Family/child Enrichment Center
1300 Jefferson Avenue
Toledo, Ohio 43624
241-3988

DATE:________________________

FROM:__________________________________

____

____

TO: Toledo Board of Education

Child Care for period_____________through_______________

	AMOUNT	
Total		

Send to:

Susan Spiegel,
Support Service Coordinator
Jefferson Center
1300 Jefferson Avenue
Toledo, Ohio 43624

Toledo Public Schools Manhattan and Elm Streets, Toledo, Ohio 43608 (419)729-8303

Home Economics
Department
and
Family Life
Center

Jaina S. MacLaren
Director

To:

From: Susan Spiegel, Support Services Coordinator

Re: Application for Title XX Child Care

Your child care services are currently being paid for through a state vocational education grant. One of the grant requirements is that other sources of funding for child care must be used (rather than grant funds) when available. Title 20 funds are available to pay for the cost of child care for some individuals who are eligible. It is necessary for you to apply for Title 20 child care funding through the Lucas County Department of Human Services. A social worker at the Department will help to determine if you are eligible for child care funding. The Department of Human Services is located at:

3210 Monroe Street
Toledo, OH

You must visit the Department in person. If you are under the age of 18, your parent should go with you. You will need to bring the following items:

1) verification of your income
2) a copy of your school schedule
3) verification of your school enrollment
(The attached form may be used for this verification.)

When you arrive at the Department go to the social service reception desk and ask to see a social worker about Title 20 day care.

If you have questions about your Title 20 eligibility you may phone the Department of Human Services. The number is 245-8606.

Please return the attached form to me by ________________________.

Thank you for your cooperation.

Toledo Public Schools Manhattan and Elm Streets, Toledo, Ohio 43608 (419) 729-8303

Home Economics
Department
and
Family Life
Center

Jaina K. MacLaren
Director

To: Lucas County Department of Human Services

From: Susan Spiegel, Support Service Coordinator
Jefferson Center
Toledo Public Schools

Re: Title 20 Child Care Eligibility

Date:

____________________________ is a student in the following program:

____

Please evaluate this student's eligibility for receiving Title 20 child care funding. The student has been instructed to return this form to me by ________________ to indicate that funding has been applied for. Please indicate the student's Title 20 eligibility status below. Thank you for your cooperation.

DATE:

TITLE 20 CHILD CARE ELIGIBILITY STATUS:

____ Not eligible

____ Eligible. Child care services have been offered.

____ Eligible. Student's name has been placed on a waiting list for child care.

SIGNATURE OF SOCIAL WORKER ______________________________________

F-49

Title XX Exception

________________________ was not asked to apply for Title XX child care funding for the following reason(s):

( ) Three or more children requiring care
( ) Participant is not in a high priority funding category
( ) Participant has already been denied Title XX support (Reason: ________________________________)
( ) Other reason:

____

____

Susan Spiegel
Support Service Coordinator

Eligibility for Day Care Services

Carl Perkins Vocational Education Grant

Administered through Toledo Public Schools

Susan Spiegel, support services coordinator

Eligibility criteria, according to grant guidelines:

1) Students must be enrolled in an approved adult or secondary vocational education program, with priority given to
    (a) single parents and hoememakers with the greatest finacnial need, and
    (b) displaced homemakers.

An approved vocational educational program is defined as a high school or adult program which is receiving funding through the Ohio Division of Vocational Education.

2) There must be evidence of financial need.

Standards for the condition of "financial need" are not specified in the grant guidelines. Therefore, in an effort to establish a fair and consistent criterion for the determination of financial need, income standards used by the Lucas County Department of Human Services for the purpose of determining eligibilty for Title XX funds have been adopted. All parents of children currently receiving child care services through the Carl Perkins grant have demonstrated financial need according to the Title XX income eligibility standards.

3) Students must be in regular attendance for their vocational education program.

4) Students are unable to secure adequate day care assistance through any other public assistance programs.

Applicants for child care services through the Carl Perkins grant are required to apply for day care support through other public assistance programs administered through the Lucas County Department of Human Services. Evidence that such services have been applied for must be presented to the support services coordinator.

5) The students' parents are not available to provide the needed day care. (This applies to students under age 21.)

If all the above criteria are met, an applicant for support services is **eligible** to receive child care services. Eligibility for services, however, does not in itself guarantee day care service. **Receipt of services** is contingent upon **all** of the following criteria:

1) Eligibility of applicant for service.

2) Availability of funds within the grant budget to pay for services.

3) Availability of openings within one of the three types of day care options described below.

F-51

Types of Service:

Three types of day care services are available:

1) School-based care. The Family/Child Enrichment Center is located in Jefferson Center. Three separate programs are available:

   a) Infant care. Infants may range in age from approximately 2 weeks to 18 months. When an infant begins walking competently and would benefit from the stimulation of an older peer group, she/he may be transferred to the toddler care program. There are 12 beds in the infant room.

   b) Toddler care. Toddlers may range in age from approximately 12 months to 2-1/2 years. When a toddler is toilet trained and would benefit from a more structured program of activities, she/he may be transferred to the preschool program. Eight toddlers may be accomodated in the program.

   The infant and toddler care programs, while striving to meet or exceed state licensing standards, are not licensed by the state of Ohio. Therefore only children whose parents attend school on the Jefferson Center premises may be enrolled in these two programs.

   c) Preschool care. Preschoolers may range in age from 2-1/2 to 5 years. The preschool program is licensed by the state of Ohio and may accept enrollments for up to 29 children.

2) Center-based care. Some funds are available through the Carl Perkins grant to pay for care in licensed day care centers other than the Family/Child Enrichment Center.

3) Child care allowance. Funds are also available to reimburse eligible parents for the services of a babysitter (day care home). Up to $6 per day per child may be allotted for this purpose.

The type of day care used by a parent eligible for grant funds will be dependent upon all of the following:

a) The availability of openings in any given program.

b) The type of program in which the parent is enrolled. Parents of infants and toddlers, for example, who attend school or job training at sites other than Jefferson Center may not use the services of the Family/Child Enrichment Center.

c) The needs of the parent. Some day care arrangements may better meet the needs of individual parents than other arrangements. Every effort is made to accomodate these needs when possible.

d) The needs of the child. Some children are better served in a specific type of setting, such as a day care home, than in other settings.

F-52

Procedures for Placement at the Family/Child Enrichment Center:

Because of its location in Jefferson Center, the Family/Child Enrichment Center is often selected by parents as the preferred day care setting. For this reason it is necessary to establish procedures for placement at the Center.

Infants and Toddlers

The infant and toddler programs were established specifically for the purpose of serving parents who are eligible for child care services through the Carl Perkins grant. Therefore, parents meeting the grant eligibility criteria described above will be given first priority when openings are available in these two programs. Parents who do not meet grant eligiblity requirements may use the services of these programs only in the following situations:

1) Openings are available in the appropriate program, and no other parents who are eligible for grant funds have applied for placement.

2) Fees for service are paid through a source other than grant funds.

In the case of an enrollment of a child of a parent who is ineligible for grant funding, such enrollment will continue only as long as there are no applicants for services in the same program who meet grant eligibilty criteria.

Standby enrollments. Although enrollments of children in the infant and toddler programs may be at maximum capacity (12 infants and 8 toddlers), there are frequently empty beds due to absence of enrolled children. For this reason it is possible to enroll several children on a "standby basis." For example, if two or three beds are consistently empty due to absence, two or three "standby children" may be enrolled. Parents of "standby children" observe the following procedures:

1) The child is brought to the Family/Child Center before the parent's class is scheduled to begin.

2a) If an empty bed is available 5 minutes before the parent is scheduled to attend class, the child may be left for the day.

or

2b) If no bed is available at this time the child must be taken home or to an alternate day care arrangement.

3) When openings become available in the program, "standby children" will have first priority for enrollment.

Parents of regularly enrolled children are asked to call the Center if their child will be absent or tardy. A parent who fails to call the Center when he/she expects to arrive later than usual may find that no space is available for her/his child. Beds will be held for late arriving children only when the arrival time has been previously agreed upon or when the Center has been phoned in advance.

It is the intent of the infant and toddler programs to keep beds filled as much as possible so that the maximum number of children may be served. However, there will always be occasional days when several beds are empty. This is due to extreme fluctuations in attendance. A fair policy dictates that "standby children" only be enrolled when it appears certain that beds will be available to them on a fairly consistent basis.

Preschoolers

The preschool program, when openings are available, is available to any parent. Fees for preschool care may be paid for by the parent, through the Carl Perkins grant, or through other funding sources.

Criteria for Continuing Day Care Services:

In order for a child to remain in care in any of the three day care arrangements provided through the Carl Perkins grant, the following criteria must be observed:

1) The parent must be in regular attendance at his/her vocational education classes. "Regular attendance" is defined as 90% attendance.

2) The parent must attend monthly parent education meetings offered through the Family/Child Enrichment Center.

3) A child may not be in care on days the parent is absent from class or, in the case of infants and toddlers enrolled at the Family/Child Enrichment Center, when the parent is not present in the building.

Parent Attendance Policy

The following procedures will be followed in cases of excessive unexcused absence:

1) A parent who has not maintained 90% attendance in any two week period will be notified by letter of her/his excessive absence.

2) The parent will then have an additional two weeks to improve her/his attendance to the 90% level.

3) If, at the end of this period, attendance has remained below 90%, day care services will be terminated.

ATTENDANCE

3/30/87

PRESCHOOL	M	T	W	Th	F
1					
2					
3					
4					
5					
6					
7					

	M	T	W	Th	F
1					
2					
3					
4					
5					

CURRENTLY ENROLLED PARTICIPANTS

		ABC	M	T	W	Th	F
1	CS						
2	CA						
3	CS						
4	CA/TA						
5	CS						
6	CA						
7	CA						
8	CA						
9	CA						
10	CA						
11	CS						
12	CA						
13	CA						
14	CA						
15	CA						
16	CA						
17	CC/TA						
18	CA						
19	CA						
20	CA						
21	CA						
22	CA						
23	CS						
24	CA						
25	CA						
26	CA						
27	CA						
28	CA						

	FREE SERVICES GROSS INCOME			FEE SERVICES GROSS INCOME	
FAMILY SIZE	MONTHLY	ANNUALLY	FAMILY SIZE	MONTHLY	ANNUALLY
1	552	6624	1	1174	14092
2	747	8964	2	1536	18428
3	941	11286	3	1897	22764
4	1136	13626	4	2258	27100
5	1329	15948	5	2620	31436
	1523	18270	6	2981	35772
7	1716	20592	7	3049	36583
8	1910	22914	8	3117	37398
9	2103	25236	9	3184	38211
10	2297	27558	10	3252	39024
11	2490	29880	11	3320	39837
12	2684	32202	12	3388	40650
13	2877	34524	13	3455	41463
14	3071	36846	14	3523	42276
15	3264	39168	15	3591	43089

Free services are available to families whose incomes are below 150% of the state minimum standard of need. (Data from ODHS, Division of Public Assistance.)

Free services are available to families whose incomes are below the state median income. (Data from U.S. Bureau of Census, Federal Register - July 2, 1984, and December 6, 1984.)

F-56

Family/Child Enrichment Center
a cooperative effort of
Toledo Public Schools and Toledo Day Nursery
1300 Jefferson Avenue Toledo, Ohio 43624
241-3988/244-9561

INFANT CARE RULES

A. Infants are to brought to the nursery IMMEDIATELY after arrival at school. Parents are not allowed to bring infants into classrooms or remain in the halls with infants.

B. Friends of parents of infants enrolled in the nursery are not allowed to visit the nursery during school hours.

C. Absence and Tardiness:

You MUST phone the Center before 8:00 A.M. if your baby will be absent or arriving late.

After 3 failures to notify us of a baby's absence, child care will be terminated so that another child can be enrolled in the nursery.

Failure to notify the Center of tardiness may result in the infant's bed being assigned to another infant for the day.

D. Infant Attendance:

There is always a waiting list for the infant nursery. Excessive absence (EVEN WHEN EXCUSED) will not be tolerated. Day care for infants absent more than 4 days in 2 weeks will be terminated unless a DOCTOR'S EXCUSE is provided. Parents having excessive excused absence may receive child care from a babysitter instead of the infant nursery.

*** REMEMBER.....

YOU MUST ATTEND SCHOOL 9 OUT OF 10 DAYS TO QUALIFY FOR FREE DAY CARE. YOUR ATTENDANCE IS MONITORED, AND YOU WILL BE WARNED ONLY ONCE IF YOU HAVE TOO MANY UNEXCUSED ABSENCES.

NAME____________________ Birthdate________________

PHYSICIAN REPORT

F-59

IMMUNIZATIONS					
	Date	Date	Date	Date	Date
DPT					
Td					
Polio Sabin (Tri)					
Measles					
Rubella					
Mumps					
Other					

GROWTH					
	Date	Date	Date	Date	Date
Birthweight					
Weight					
Gain					
Loss					
Height					
Eyes					
Ears					
Teeth					

Diet: ____________________

Allergies: ____________________

PHYSICAL ASSESSMENT

☐ Child is free from communicable diseases including tuberculosis.

☐ Child has received "immunizations required by State for admission to infant care center under section 3313.671 or the Revised Code

Comments:

Is there any reason why the child cannot be placed in an infant care center?

Yes________ No________

Date____________________

____
Signature of Physician

JEFFERSON FAMILY/CHILD ENRICHMENT CENTER

CHILD'S NAME ______________________ ______________________ ______________________ ______________
Last First Middle Birthdate

ADDRESS: ____ ______________
City State Zip Phone

FATHER'S NAME ____
Place of Employment or School Phone

MOTHER'S NAME ____
Place of Employment or School Phone

F-6c

PHYSICIAN'S NAME ____
Address Phone

Is there anything about your infant that the caregiver needs to know to understand him better?

List diseases, other serious illness, injuries or health conditions your child has had (give dates).

Does anyone in the home have a serious illness that might affect your child?

Birth information - Full term? ______________ Normal birth? ______________

CHILD'S NAME ____________________

State Law requires that we have the following information on our emergency card for each child enrolled, to enable us to contact someone immediately at any time during the day should we have a concern about any given child. For emergency numbers, consider co-workers, friends, relatives, neighbors, etc. Thank you for taking the time to provide this necessary information.

A. PARENT(S) AND/OR GUARDIAN

1. Mother's Name ____________________

   Employer or School ____________________

   Employer or School Address ____________________

   Work or School Phone ____________________

   Work or School Hours ____________________

2. Father's Name ____________________

   Employer or School ____________________

   Employer or School Address ____________________

   Work or School Phone ____________________

   Work or School Hours ____________________

B. PERSONS TO CONTACT IN AN EMERGENCY AND/OR AUTHORIZED ESCORTS

#1. Name ____________________

   Address ____________________

   Phone Number ____________________

#2 Name ____________________

   Address ____________________

   Phone Number ____________________

____________________ Date

____________________ Parent or Guardian

4/31

F-61

JEFFERSON INFANT AND TODDLER PROGRAM

TDN CASE #__________ FEE_____________ TITLE XX__________ DATE________________

PARENT'S NAME ____

ADDRESS ____

CHILD'S NAME ____ SEX________
Last First Middle

BIRTHDATE____________________________ CENTER HOURS: From________ To________

Children in Household Name	Age	Adults in Household Name	Relation

Parent's schedule:

Class	Room No.	Time

F 62

FAMILY/CHILD ENRICHMENT CENTER
INFANT AND TODDLER PROGRAM

PERSONAL HISTORY

Given Name ______________________ BIRTH DATE ______________________

Child's Name used at home ______________ Normal birth ______________

EATING

Appetite: good ______________ fair ______________ poor ______________

Food likes ____

Food dislikes ____

Allergies ____

Eating skills: Feed self partially ______________ not at all ______________
Breast fed ______________ bottle ______________

SLEEPING

NAPS: Regularly ______________ occasionally ______________ not at all ______________

Child's attitude: Accepts nap ______________ Rejects nap ______________

Bedtime hour ______________ Arising hour ______________

Does child sleep: alone ______________ with adult ______ with other child ______

Number of others sleeping in child's room: adults ________ children ________

List any set habits of getting to sleep ______________________________

TODDLER

Dressing skills: Dresses self completely ______ partially ______ not at all ______

Fastens buttons ________ snaps snaps ________ zips zippers ______ laces shoes ______

Toilet training: at age ______________________________

Needs adult supervision ______________________________

Needs to be reminded ______________ Child's word for urination ______________

Takes care of self ______________ Word for bowel movement ______________

INFANT AND TODDLER PLAY

Child's chief play interests ______________________________

Play is predominately: quiet ________ passive ________ active ______________

boisterous ______________________ self initiated ______________________

F-63

(over)

Child most often plays alone __________ with same aged children ______________

with other children ______________ with family adults ______ other adults ______

Group experiences (Sunday School, Nursery, Play group) ____________________

____

Reactions to strangers ____

Child read or told stories: by mother _______ father _________ others _________

Child has play space at home: indoors ____________ outdoors ______________

Adults other than parents in home ______________________________

Other children in home ____

DEVELOPMENT AND DISCIPLINE

Previous day care arrangements:

Infancy - cared for by ____________________ How many changes in caretakers _____

Preschool - cared for by ______________________________________

Age at which child began to walk ______________________________

Does child speak distinctly? __________ Have fears ____________________

Temper-outbursts ______________________ Suck his thumb ________________

Bite nails ___________________________ cry easily ____________________

Any special problems ____

What methods of disciplining do parents use? ______________________

Who is responsible for child's discipline? ________________________

Is child permitted to make choices? ______________________________

What points are most often at issue (dawdling, inattention, etc.) __________

____

Any other suggestions or special information about child ______________

____

____

____

____

3/81

RELEASE OF INFORMATION

I give my permission to ______________________________ to release the following information to:

Susan Spiegel, Support Services Coordinator
Toledo Public Schools
Jefferson Center
1300 Jefferson Ave.
Toledo, OH 43624

Information to be released:

1) Enrollment status

2) Program in which enrolled

3) Dates of class attendance

signature of student ______________________________

social security number ______________________________

address ______________________________
____

phone number ______________________________

TDN INTAKE

Name of Child(ren) ______________________________

Birthdates(s) ______________________________

Name of Parent ______________________________

Program Enrolled in ______________________________

Anticipated Beginning Date ______________________________

Schedule of Attendance ______________________________

____

Phone Number ______________

Appt. Time ______________

Comments ______________________________

____

____

To:

From: Susan Spiegel, support service coordinator

Re: In eligibility for services

Date:

You have applied for ☐ child care and/or ☐ transportation services through the Carl Perkins vocational education grant. After review of your application it has been determined that you are not eligible for services for the following reason:

____

____

Please see me if you have questions or need a referral for alternative sources of service.

F-66

PARENT EDUCATION VOUCHER

Name of participant ______________________________ Month__________

Program attended ____

Date ____________________________ Time __________________

Date ____________________________ Time __________________

Signature of person in charge of program ____________________________

Return to Susan Spiegel. support service coordinator
Family/Child Enrichment Center
1300 Jefferson Ave
Toledo. OH 43624

Referral for Child Care Services

through the Carl Perkins Vocational Education Grant

[Students applying for child care services must fill out a support service application and make an appointment to meet with the Coordinator of Support Services.]

Name of student ____________________________ **Age** ______

Address ____________________________ **Phone** ______________

____________________________ **School** ______________

Referred by ____________________________ **Phone** ______________

Please return this form to:

Susan Spiegel, Coordinator of Support Services
Family/Child Enrichment Center
Jefferson Center
1300 Jefferson
Toledo, OH 43624 Phone: 241-3988

F 67

Dear

Your day care and/or transportation is being paid for by a state Single Parent/Homemaker grant which is funded through the Carl Perkins Vocational Education Act The grant has several requirement of participants receiving free services

- You must be enrolled in an approved adult or high school vocational education program
- You must show evidence of financial need
- If you are under the age of 18, you may receive child care services only if your parent is not available to provide care
- You must be ineligible for other sources of funding
- You must attend classes regularly Ninety percent attendance is required If you have more than one unexcused absence in a 2 week period, you will be notified of excessive absence You will then have 2 additional weeks to improve your attendance If attendance remains below 90%, your day care and/or transportation services will be discontinued
- You may not receive transportation or child care allowance for days that you do not attend class(es)
- You must participate in at least two (2) hours of parent education monthly during the time you are receiving services A variety of parent education program options are available to you Your attendance at your selected parent education program will be monitored

Also, if your child is enrolled in the Jefferson Family/Child Enrichment Center

- All forms required by Toledo Day Nursery must be on file before your child attends the Center These forms include
  - -enrollment forms
  - -doctor's report
  - -parent s school schedule
- You must phone the center if your child will be absent from day care The phone number is **241-3988**
- You may not leave your child at the Center if you are absent from school

If you have questions about your support services, I will be happy to meet with you I can be reached at the number above

Please sign the attached agreement and return to the day care office

Susan Spiegel
Support Service Coordinator

SUPPORT SERVICE AGREEMENT
SINGLE PARENT/HOMEMAKER GRANT PARTICIPANT

I agree to the following grant guidelines:

- I will report changes in my income.
- I will apply for other sources of funding, if available. I understand that I cannot receive grant funds for support services if other sources of funding are available.
- I will maintain 90% attendance in my vocational education classes. I understand that excessive unexcused absence (more than 10%) will cause termination of my support services.
- I understand that I may not receive payment for support services for days that I do not attend classes.
- I will attend two (2) hours of parent education monthly during the time I am receiving support services. I understand that the penalty for failure to attend parent education is a 2 week suspension of services for each month of nonparticipation. Repeated failure to participate will result in termination of services.

month ________ program ______________________________ hrs ____
month ________ program ______________________________ hrs ____
month ________ program ______________________________ hrs ____
month ________ program ______________________________ hrs ____
month ________ program ______________________________ hrs ____
month ________ program ______________________________ hrs ____
month ________ program ______________________________ hrs ____
month ________ program ______________________________ hrs ____
month ________ program ______________________________ hrs ____

Parents with children enrolled in the Jefferson Child Care Center:

- I will turn in all completed forms, including a doctor's report, required by Jefferson Child Care, **before** my child attends.
- I will phone the Center when my child will be absent.
- I will not bring my child to the Center if I am absent from class.

Signature of parent ______________________________ Date ____________

F-69

Family/Child Enrichment Center
a cooperative effort of
Toledo Public Schools and Toledo Day Nursery
1300 Jefferson Avenue Toledo, Ohio 43624
241-3988/244-9561

To:

From: Susan Spiegel, Support Services Coordinator

Re: Schedule of Classes

Date:

Please indicate your current schedule of classes at ____________________ so that we may process your vouchers for child care and/or transportation.

MON	TUES	WED	THUR	FRI

Beginning Date of Classes ____________________________________

Ending Date of Classes ____________________________________

Please return this form to me at the above address by______________.

Thank You!

Toledo Public Schools Manhattan and Elm Streets, Toledo, Ohio 43608 (419)725-6303

**Home Economics
Department
and
Family Life
Center**

**Jaina S. MacLaren
Director**

To:

From: Susan Spiegel, Support Service Coordinator
Jefferson Center

Re: Documentation of attendance

______________________, a student in your ______________________ class, is receiving child care and/or transportation through a state Single Parent/Homemaker grant funded through the Carl Perkins Vocational Education Act. It is imperative that attendance of grant participants be documented. Please sign this letter every day the student attends your class. The student is responsible for keeping the letter and presenting it to you daily for your signature. If you have questions, please contact me at Jefferson Center, 241-3988. Thank you for your cooperation!

Month ____________

1 ______________________
2 ______________________
3 ______________________
4 ______________________
5 ______________________
6 ______________________
7 ______________________
8 ______________________
9 ______________________
10 ______________________
11 ______________________
12 ______________________
13 ______________________
14 ______________________
15 ______________________
16 ______________________

17 ______________________
18 ______________________
19 ______________________
20 ______________________
21 ______________________
22 ______________________
23 ______________________
24 ______________________
25 ______________________
26 ______________________
27 ______________________
28 ______________________
29 ______________________
30 ______________________
31 ______________________

F-71

Toledo Public Schools Manhattan and Elm Streets, Toledo, Ohio 43608 (419) 729-8303

**Home Economics
Department
and
Family Life
Center**

John S. MacLaren
Director

To: Parents of Infants and Toddlers enrolled at the Family/Child Enrichment Center

From Susan Spiegel, support service coordinator

Re: Policy regarding parent absence

Because the infant and toddler programs at the Family/Child Enrichment Center are not licensed by the state of Ohio, parents of children enrolled are required to be in Jefferson Center **at all times their children are at the Center**. This means that parents may not leave the building for any reason before, after, between, or during classes. "Breaks" outside the building are not permitted. In the case of an emergency which requires the parent to leave the building, the child must also be taken from the Family/Child Enrichment Center. Violation of this regulation by any student could cause the programs to be discontinued.

As of September 29, 1986 the penalty for leaving an infant or toddler in care at the Family/Child Enrichment Center when the parent is not present in the building will be **immediate termination of child care services**. The parent will be notified of the violation at the time of the offense, and the child will no longer be allowed in day care.

If you have questions about this policy, please contact me in the day care office (241-3988).

F 72

Family/Child Enrichment Center
a cooperative effort of
Toledo Public Schools and Toledo Day Nursery
1300 Jefferson Avenue Toledo, Ohio 43624
241-3988/244-9561

To: Students receiving support services

From: Susan Spiegel, support service coordinator

Date: 3/4/87

Re: New attendance procedure

Beginning on Monday, March 6, we will be using a new attendance procedure in the day care office. Please read carefully and follow these instructions:

FOR HIGH SCHOOL STUDENTS AT JEFFERSON CENTER:

1) Sign in daily in the day care office. You must sign yourself in. You may not sign for another student. You may sign in before school, between classes, or after school. Be sure that either Sheila or I are present in the office when you sign in. If you do not sign in you will be counted as ABSENT.
2) When you return to school after an absence and receive a white or blue slip, please turn in your slip to the day care office at the end of the day after your teachers have all seen it. DO NOT LEAVE YOUR WHITE OR BLUE SLIP WITH YOUR LAST HOUR TEACHER. We will turn the slips into the main office after we have recorded your absence. You are responsible for getting your white slips to us. If we do not receive a white slip your absence will be recorded as UNEXCUSED.

FOR STUDENTS AT OTHER TOLEDO HIGH SCHOOLS:

1) You will receive an attendance voucher every month. This voucher must be signed every day that you are in school by a teacher, a counselor, or other person in charge. Turn in your voucher to this office at the end of the month.
2) When you are absent you will need two excuses when you return to school—one for your high school office and one for our office. You are responsible for getting your written excuse to our office. If we do not receive an excuse, your absence will be recorded as UNEXCUSED.

REMEMBER: Ninety percent attendance is required to continue your grant money. You will not receive child care or travel money for days that you are absent from school (EVEN IF YOU ARE EXCUSED.)

F-13

Toledo Public Schools Manhattan and Elm Streets Toledo, Ohio 43608 (419) 729-[illegible]

Home Economics
Department
and
Family Life
Center

Julia S. MacLaren
Director

To:

From: Susan Spiegel, Support Services Coordinator

Date:

Re: Excessive absence

During the period of time from ______________ through ______________ you have been absent from class more than 10% of the time. Your unexcused absence was recorded for these days:

______________ ______________
______________ ______________
______________ ______________
______________ ______________
______________ ______________

The state grant that is paying for your child's day care requires that you attend classes regularly. You will have two weeks to improve your attendance. If your attendance is not more than 90% (9 out of 10 days) in the next two weeks, (______________ through ______________) your child will no longer receive day care beginning ______________.

If you would like to discuss this with me, please see me in the day care office. My phone number is 241-3988.

Toledo Public Schools Manhattan and Elm Streets, Toledo, Ohio 43608 (419)729-8303

**Home Economics
Department
and
Family Life
Center**

Jalna S. MacLaren
Director

TRANSPORTATION ARRANGEMENT

You will be receiving reimbursement for transportation. In order to process your vouchers for transportation reimbursement, the following information is needed:

A. Your name:______________________________________

B. Are you providing your own transportation? ____Yes ____No

C. If no, give name, address and phone number of person providing transportation:

____

____

____

____

D. Please attach a copy of the driver's license of the person providing transportation. (You may have the license copied at the Center for Change, Room 235, Jefferson Center).

Your voucher for transportation reimbursement will be turned into The Toledo Board of Education for processing immediately after you begin classes.

Please return this form and the driver's license copy to:

Susan Spiegel
Support Services Coordinator
Jefferson Center
1300 Jefferson Avenue
Toledo, Ohio 43624
241-3988

F-75

Toledo Public Schools Manhattan and Elm Streets, Toledo, Ohio 43608 (419)729-8303

**Home Economics
Department
and
Family Life
Center**

Jalna S. MacLaren
Director

To:

From: Susan Spiegel, support service coordinator

Re: Termination of support services

Date:

Beginning on ______________________ your transportation and child care services at ______________________________________ will no longer be paid for through the Carl Perkins vocational education grant. The reason for termination of services is as follows: ______________________________________

____

Please make other arrangements for your transportation and/or child care.

If you have questions about the termination of your services, please contact me in the child care office in the Family/Child Enrichment Center at Jefferson Center, 1300 Jefferson. My phone number is 241-3988.

The *BEST* place to learn

SPH I OT

SECOND CAREERS PROGRAM
GREAT OAKS JOINT VOCATIONAL SCHOOL DISTRICT
3254 E. KEMPER ROAD
CINCINNATI, OH 45241 771-8810

SECOND CAREERS/CONCERNED COALITION CAREER ACTION PLAN

Name ____________________ Date ____________

Course ____________________ Interviewer ____________

PHASE I - Employment Procedures

I have completed the following employment procedures:

_____ Assessment
_____ Resume
_____ Cover Letter
_____ Role play Interview
_____ Information Interviews
_____ OCIS Occupation Printout
_____ Company Research
_____ Completed Employability Program

PHASE II - Identification of Interests and Skills

A. Interests

SDS ____________________

Strong-Campbell ____________________

Other ____________________

____

____

B. Skills

____

____

____

____

____

Typing __________

PHASE III - Immediate Goal

(Type)

Immediate Goal is: A. Employment ______________________

B. Training ______________________

C. Other ______________________

Action Steps:

A. Employment

_____Complete Applications (Date) (Company)

____

____

____

_____Send Resumes (Date) (Company)

____

____

____

_____Contact by Telephone (Date) (Company)

____

____

____

_____**Complete Job Interviews (Date) (Company)**

____

____

____

_____**Meet with Job Developer**

_____**Meet with Support Services person**

_____**Obtained Employment**

(Date) **(Company)** ______________________

(Phone) **(Address)** ______________________

(Contact Person) ______________________

B. Training

____Investigate financial aid possibilities (Date) (Source)

____Complete school application or registration (Date) (School)

____Complete remedial work (Date) (School)

____Meet with Support Service worker regarding child care or transportati
(if needed)

____Entered Training Course

(Date)____ (School)____

(Course)____

C. Other

PHASE IV - Long-Range Goal (Type)

Long-Range Goal is: A. Employment ____________________

B. Training ____________________

C. Other ____________________

Action Steps: (fill in as appropriate)

A. Employment

____

____

____

____

____

B. Training

____

____

____

____

____

C. Other

____

____

____

____

____

COMMITMENT AGREEMENT:

As a participant in the Second Careers/Concerned Coalition program, I agree:

1. to investigate community resources available for training, child care, and transportation.
2. that I am in need of assistance.
3. that I will follow the steps outlined in my Career Action Plan.
4. to take part in monthly follow-up regarding my employment/training status for at least six months.

Signature ______________________________

Interviewer ______________________________

Date ____________________

SPH I OT

GREAT OAKS JOINT VOCATIONAL SCHOOL DISTRICT

SECOND CAREERS
TRAINING PLAN

Last Name________________ First________________

Address________________ City__________ State________ Zip________

SS#________________ Telephone#________________

Course Title & No.	Term Dates	Campus	Days	Attend	Grade	Total Hou

TOTAL HOURS ________

I have investigated the following alternative sources of funding________________

____

I understand my commitment to complete this training. I also understand that if I withdraw from school before completion of ____hours of training I am responsible to pay for all books, fees, and tuition due this institution for the period I attended.

Signature________________________ **Date**____________

Approved by:________________________ Date____________

INDIVIDUAL ACCOUNT

Program ______________________________ NAME ______________________________

Dates Attended ______________________

TRAINING PAYMENTS			CHILD CARE			TRANSPORTATION		
Date	**Training Course**	**Amount**	Date	**Amount**	**Total**	**Date**	**Amount**	**Total**

Individual Employability Plan
(sample)

Participant
Name________________________________ Date________________
Age_______
Race____________________

Eligibility Basis____

_______tutition _______ child care _______ travel

Educational Background: Highest grade completed____________________

Assessment results Tests/scores

Reading
Comprehension ____

Vocabulary ____

Mathematics ____

____

____

Skill area tests

____

____

____

BARRIERS TO EMPLOYMENT:

________ Lack skill training area (needs counseling)

________ Needs to enroll in skill training (area decided)

________ Needs skill updating (short course - refresher)

________ Needs G.E.D.

________ Needs remedial work in reading, math, English Etc.

________ Needs to establish reliable transportation

F-85

________ Needs job seeking/keeping skills

________ Needs personal grooming information

________ Needs medical/dental assistance

________ Needs verbal/non-verbal communication skills

________ Visual/hearing imparment

________ Other handicap(s), please list ____________________

________ Other barrier(s), please list ____________________

OTHER COMMUNITY AGENCIES WORKING WITH PARTICIPANT & HELP RECIEVING:

________ JTPA ____________________

________ BVR ____________________

________ Ind. Comm ____________________

________ Human Services ____________________

________ Speech & Hearing Clinic ____________________

________ Drug and Alcohol Rehabilitation ____________________

________ Battered Womens' Shelter ____________________

________ Counseling services ____________________

________ Displaced Homemaker ____________________

________ TRA ____________________

________ Pell Grant ____________________

________ Social Security Income ____________________

________ Mental Health ____________________

________ Counseling Services ____________________

RECOMMENDED ACTION:

________ Enroll in skill training (List program) ____________________

________ Enroll in Educational remediation (list) ____________________

________ Enroll in Displaced Homemakers

_________ Enroll in Transitions

_________ Contact other community agencies for help (list agencies and help requested) ____

____

COUNSELING NOTES:

DATE	TOPIC	RESULTS

STATUS AT END OF PROGRAM

__________ Job ready ___ Willing to relocate

__________ Registered with Placement office

__________ Registered with OBES

__________ Employed (Please list) ______________________________

__________ Needs additional help (list) __________________________

__________ Referred to another agency (list) ____________________

APOLLO

EMPLOYABILITY DEVELOPMENT PLAN

Name:____________________ Soc. Sec. #:____________________
Address:____________________________
City/State:___________________________Zip:____________________
Phone:____________________ Message #:____________________

List seminars attended during the year:
Topic:____Dates:____________
Topic:____Dates:____________
Topic:____Dates:____________

1. ___High School Diploma? ___GED? ___Last Grade Completed?

2. ___Length of time since last employed?
___Never employed?
___Longest time at one place of employment?

3. List any restrictions/barriers to employment:____________________
____

4. List special skills or abilities:____________________________
____

5. List type of employment desired:____________________________
____

6. List contact names for specific employment:

1. __________________ _____	4. ________________________
2. ________________________	5. ________________________
3. ________________________	6. ________________________

7. List initial contacts:

Company Name:	Result:	Action Taken:
1.		
2.		
3.		
4.		
5.		
6.		

8. Complete if employed:

Company Name________________Hrs/Wk_____________Wkly Wage__________

F-29

SIX MONTH FOLLOW-UP: Date: ____________________

	Company Name:	Result:	Action Taken:
1.			
2.			
3.			
4.			
5.			
6.			

Additional Contact Names:

1. ____________________ 4. ____________________
2. ____________________ 5. ____________________
3. ____________________ 6. ____________________

Complete if employed:

Company Name ______________ Hrs/Wk ____________ Wkly Wage __________

TO BE FILLED OUT BY SP/H GRANT COORDINATOR: Recommendations:

Signature ______________ Date ________

YEARLY FOLLOW-UP: Date: ____________________

	Company Name:	Result:	Action Taken:
1.			
2.			
3.			
4.			
5.			
6.			

Additional Contact Names:

1. ____________________ 4. ____________________
2. ____________________ 5. ____________________
3. ____________________ 6. ____________________

Complete if employed:

Company Name ______________ Hrs/Wk ____________ Wkly Wage __________

TO BE FILLED OUT BY SP/H GRANT COORDINATOR: Recommendations:

Signature ______________ Date ________

LICKING COUNTY JOINT VOCATIONAL SCHOOL
150 Price Road Newark, Ohio 43055 (614)366-3351

NEWARK
HEATH
GRANVILLE
JOHNSTOWN-MONROE
LAKEWOOD
LICKING VALLEY
LICKING HEIGHTS
NORTH FORK
NORTHRIDGE
SOUTHWEST LICKING
NEWARK CATHOLIC

F. 91

Statement of Educational Intent
For Recipients of
Occupational Training Financial Support (Project I-OT)

I, ______________________________ acknowledge acceptance of an Occupational Training Grant from the Licking County JVS. I understand and verify that I qualify because of my status as a single parent and/or displaced homemaker who is forced to obtain employment due to family/financial circumstances.

After careful consideration and advisement, I plan to enroll in and complete the following course(s) within the 198__/198__ school year ending June, 198__.

Courses	# of hours	Term
Total Hours		

My purpose for taking the course(s) listed above is to assist me in pursuit of the following type of jobs and/or careers:

____________ ____________ ____________ ____________ ____________

Signature______________________________ Date____________________

I-OT-9

Madison Local

SINGLE PARENT HOMEMAKER GRANT
ELIGIBILITY APPLICATION

Applicant's Name ______________________________ S.S.# ____________________

INCOME

Dependents	Monthly Income	Applicant's Income
1	$ 826	____________
2	$1,116	____________
3	$1,406	____________
4	$1,696	____________
5	$1,986	____________
6	$2,276	____________
7	$2,565	____________
8	$2,855	____________

The statements made on this application are true, and I understand that any falsification will result in immediate termination of financial assistance.

_________________________________ ______________
Applicant's Signature Date

****

The above applicant meets the financial income requirements for the Single Parent Homemaker Grant. I, therefore, recommend the following areas of the grant be approved for the above applicant in the amounts as stated.

Displaced Homemaker Program		Job Training	
Child Care --- Total Cost	________	Child Care --- Total Cost	________
Travel --- Total Cost	________	Travel --- Total Cost	________
Voc. Trg. --- Total Cost	________	Voc. Trg. --- Total Cost	________

______________________ ________ ______________________ ________
Coordinator Date Coordinator Date

______________________ ________ ______________________ ________
Adult Ed. Director Date Adult Ed. Director Date

F-93

GALLIA-JACKSON-VINTON JVSD ADULT VOCATIONAL SERVICES
OCCUPATIONAL SKILLS TRAINING APPLICATION FORM
FOR
CARL PERKINS FINANCIAL ASSISTANCE

NAME: ______________________________ ADDRESS ________________________

S.S.#: _____________________________ ________________________

PHONE: _____________________________ DATE OF BIRTH: _______ AGE: ____

MARITAL STATUS: (Please circle one)

DIVORCED, SEPARATED, WIDOWED, NEVER MARRIED,

MARRIED--(spouse disabled, spouse unemployed, other)
Please explain: ______________________________________
____
____

EDUCATION:

__________ 0-12 Years (Please enter last grade COMPLETED.)
__________ High school graduate/GED (Year _____)
__________ Vocational School (Program: ______________________)
__________ Post Secondary school (Program ______________________
Length ______________________
Post Secondary Degree/Certificate (Associate, Bachelor, or higher)
__________ Other

EMPLOYMENT STATUS:

__________ Employed: 32 hrs. per week or more
__________ Employed: 20 to 31 hrs.
__________ Employed: Under 20 hours
__________ Not employed: Worked within last year.
__________ Not employed: Last worked 1-5 yrs ago.
__________ Not employed: Last worked 6 or more yrs ago.
__________ Never worked:
__________ Other

PHYSICAL OR MENTAL DISABILITY IN HOUSEHOLD:

__________ Participant
__________ Spouse
__________ Child
__________ Other household member.

Please explain: (Handicapping conditions will not effect enrollment).

____

SOURCES OF HOUSEHOLD INCOME: (Please enter amount / month.)

__________Wages/Salaries/Tips/Commissions
__________Savings
__________Alimony
__________Child Support
__________Public Assistance Programs (GR.,ADC,etc)
__________Public/Private Entitlement Programs
__________From relatives not living with you.
__________From other sources.(Foodstamps etc.)

TOTAL HOUSEHOLD ANNUAL INCOME (ALL SOURCES):

__________$0 to 5,278
__________$5,279 to 6,762
__________$6,763 to 8,277
__________$8,278 to 10,609
__________$10,610 to 12,566
__________$12,567 to 14,207
__________$14,208 to 16,096
__________$16,097 to 17,961
__________$17,962 or more

NUMBER OF PERSONS IN HOUSEHOLD:__________
NUMBER OF CHILDREN:__________ AGES:__________

****

Until now, I have had the responsibility for being the homemaker in my household and now, I need to be the wage earner.

I understand that, if I am accepted, I will need to enroll in the ______________ area of occupational training, which is ________ hours in length. I further understand that additional hours will be made available for assessment activities, occupational information, job seeking/job keeping assistance and other support services designed to enhance my employability.

The Gallia-Jackson-Vinton JVSD Adult Vocational Services, has my permission to receive any information they require concerning Social Security Benefits, SSI, General Relief, ADC, or other Child Support Payments, Veteran's Benefits, or Unemployment Compensation I may have received during the past year.

My enrollment in this occupational training indicates my intent to participate fully, and to complete the coursework and all activities, in an effort to make myself more employable.

To the best of my knowledge, I certify that the above information is complete and accurate.

______________________________ ____________________
Student Signature Date

It is the policy of the Gallia-Jackson-Vinton JVSD that educational activities, employment, programs, and services are offered without regard race, color, national origin, sex, religion, handicap, or age, in compliance with state directives and federal recommendations.

1/23/87

F-96

CA

Apollo
CAREER CENTER
3325 Shawnee Road Lima, Ohio 45806
(419) 999-3015

Jon E. Rockhold
Superintendent

Donald R. Trost
Director

Greg Bukowski
Treasurer

Dear Family Day Care Provider:

Thank you for calling about our SP/H Referral Service. Enclosed is a package that we would like to have you look over for consideration before listing with us. In an effort to provide clients with good, quality caregivers, we would like to ask our providers to meet these standards; however, it is not a requirement. Those providers meeting these standards will be considered first when filling a referral request.

If you decide against meeting the minimum standards at this time, fill out only page one and return it to us; however, we would like to ask you to keep the enclosed information for future consideration. We feel that meeting these standards will make your services more marketable.

During the year, Apollo will also be conducting a series of workshops, providing training for family day care providers. You will be notified of topics of each workshop to obtain additional training. Please read through the enclosed material carefully before making your final decision. We will look forward to hearing from you. If you have any further questions, please feel free to contact me. Thank you.

Sincerely,

Jan Wright

Jan Wright
SP/H Grant Coordinator

enclosures
JW:jb

To be considered for all referrals, I have read through and completed the following:

Intake Form ________
Medical Statement ________
2 References from non-family members ________
Signed convictions statement ________
Read and agreed to meet minimum day care provider standards ________

Signature line?
Center name?

PERSONALIZED TRAINING FOR TOMORROW'S PROFESSIONALS

F-97

FAMILY DAY CARE PROVIDER

Name____________________ Phone__________

Address____________________ City__________ Zip__________

Cross Street________________ Bus: how near?__________

House__________ Apt.__________ Outside Play Area__________

Fenced__________

Certified________________ Other training__________

Capacity________________ Years experience__________

Hours open__________ am to __________ pm

Nights__________ Weekends__________

Drop In__________

Beforc of After School __________

What School__________

Ages served__________

Special needs child__________

Accomodation for sick children __________

Holiday Care__________

Ages of children in home__________ Number of children presently being cared for____

Do you smoke__________ Have Pets__________ What kind__________

Would you describe your child care environment as:

structured______ child oriented __________ Home style__________

Describe inside play area____________________

____

Describe outside play area____________________

____

Available Toys____________________

____

How do you discipline?____________________

Do you potty train? ____________________

Openings?__________ date __________

__________ date __________

__________ date __________

F-98

Number Of Children

- The provider agrees to care for fewer children than would require a license or registration.
- The provider agrees to care for no more than 6 children at a time, including the provider's own children.
- The provider agrees to limit the number of children under two years of age to two (2) at any time including the provider's own children.

Safety

- The provider agrees to do a complete home inventory to remove any safety hazards to children.
- The provider agrees to take preventative steps to insure the safety of children in care.
- All floors (levels) in which children will be cared for will have two exits to the outside.
- The provider's home will be well maintained and in compliance with residential building codes.

Provider Characteristics

- The provider will be at least 18 years of age with a minimum of six months experience in caring for children as a parent or in another context.
- At the time of application, the provider will submit a letter from a physician attesting that she/he is in good physical and mental health and able, to care for children. A TB test will have to be taken by the provider. In addition, any other adults in the home who will have repetitive or ongoing contact with the children will also have physician letters for parent review and TB test shall be updated at least once every three years.
- The provider attests that neither she/he, nor any person living in or frequenting the provider's premises, has ever been adjudicated to be the parent of a child in need of protection or convicted of child abuse or neglect or been the subject of a complaint of child abuse or neglect which after investigation has been substantiated by an agency with jurisdiction over such complaints.
- The provider attests that she/he will use no alcohol or other narcotics while caring for children, or in a manner to impair her/his ability to care for children, nor will anyone who frequents the provider's premises or lives there.

Program

- The provider agrees to provide an environment including materials and toys conducive to the development of all ages of children in care. A daily routine will be planned that incorporates both quiet and active times and allows for comfortable napping and outdoor activities near the home
- The provider agrees not to use corporal punishment or harsh discipline in handling behavior problems with children.
- The provider agrees to develop a back-up plan or care to cover times when the provider is sick or otherwise unavailable.
- The provider agrees to obtain form each family a medical release to permit emergency medical care and names and the names and telephone numbers of at least two persons besides the family who may be contacted in the event of an emergency.

F-99

SPH PROJECT CODE: II-SS
CC TR

CANTON CITY SCHOOLS

TIMKEN SENIOR HIGH SCHOOL
521 WEST TUSCARAWAS STREET ▫ CANTON, OHIO 44702 ▫ PHONE 438-2606

LETTER OF INTENT TO PARTICIPATE
SPH - SUPPORT SERVICES
CANTON CITY SCHOOLS

NAME OF CHILD CARE CENTER: DAY CARE CENTER
ADDRESS: 13 AVENUE, S. E., Canton, Ohio

The above listed child care center agrees to participate as a child care provider for single parent homemakers,male or female, adults or secondary students enrolled in programs funded by the division of Vocational and Career Education, if funding for SPH II is granted by the Ohio State Department of Education, Division of Vocational Education.

The Child Care Center agrees to reserve 6-8 slots for infant care and 2-4 slots for toddler care for this use. Hours for use will include the hours of the school day, hours of employment in Vo Ed job programs or hours of school sponsored activities.

The school year will begin 9/1/87 and end 6/10/87. A copy of the school calendar will be provided to the administrator.

The child care agrees to provide services at the following rates:
Full time infant care: $13.00 per week.
Full time toddler care: $56.00 per week.

Signed by:

Director of Social Services
Name and Title

4/22/87
Date

"An Equal Opportunity Employer"

F-101

[redacted] Pre-School Day Care Center
Licensed Professional Care

1318 [redacted] AVENUE, S. E.
[redacted] OHIO [redacted]07
[redacted]5-8050

High School Parent Program Participation Requirements

1. Read and follow all policies as outlined in Policy Statement.

2. Complete and maintain current files for child information and Title XX eligibility.

3. Maintain school attendance. Child(ren) may not be brought to day care if parent is not in school. Attendance record will be checked weekly by the day care to varify.

4. Parent must ride bus with child to day care and home, unless own transportation is arranged. Parent must notify day care when transportation service is not needed due to illness, etc.

5. No one other than the custodial parent will be permitted to pick the child(ren) up from day care without advanced notice.

6. Friends, relatives, etc. are not permitted to accompany parent when picking up or dropping off child.

7. Parent is expected to monitor child's development and activities on a continuing basis. Formal I.E.P. conferences may be held monthly or at the request of parent or day care.

8. Time spent in the day care, before or after school is to be productive. Parents may make use of time in child-care related activities, studying, etc. at the descretion of day care supervisors.

9. There will be no drugs or alchohol permitted on the premises. Smoking is not permitted in the building. If parent does not appear to be able to adequately care for the child's well being, the child will not be released to the parent until a determination is made by a Children's Services worker.

10. Children must be picked up immediately after school. Transportation time is figured into the schedule. If you miss the provided transportation, you will have to arrange your own alternate transportation.

In the event that the Program Participation Requirements are not met the following action will be taken:

First offense: Verbal Warning
Second offense: Written Warning, school personnel notified.
Third offense: Termination from program

**** I have read and understand the requirements for participation in a child care services program and agree to abide by them.

Date'' ______________________ Parent''s signature ______________________

F-102

SPH Project Code II SS
CSO-CC-TR

DAYTON PUBLIC SCHOOLS

DAY CARE/INFANT CARE SERVICE PROJECT

STUDENT INFORMATION SHEET

1. School you will be attending during the 1986 - 1987 school year:
   ______________________ Grade Level: __________

2. Did you qualify for the Government Lunch Program last year? ____

3. Have you ever been enrolled in a Child Development course in the Dayton Public Schools? _____ If yes, which school? _______
   If no, are you enrolled in a Child Development course sometime during the 1986 - 1987 school year? If yes, which semester? ___

4. Did you participate in the Day Care/Infant Care Service Project last year? _____ If yes, which day care center cared for your child/children/ ____________________

5. Name (s) and birthdate (s) of your child/children:
   Name ______________________ Birthdate __________
   Name ______________________ Birthdate __________

6. School you attended last year: ________________

7. Do you have adequate transportation to get your child/children to and from a day care center in your vicinity? ____________

8. What type transportation do you have for this purpose? _______

NAME ______________________
ADDRESS ______________________
TELEPHONE NUMBER ______________
DATE ______________________

PLEASE DO NOT WRITE IN THIS SPACE

SCHOOL ATTENDANCE ______________
DAY CARE ATTENDANCE ______________
PRIORITY RATING ______________
CENTER ENROLLMENT DATE ______________

F-103

DAY CARE/INFANT CARE SERVICE
DAYTON PUBLIC SCHOOLS

STUDENT CONTRACT

STUDENT NAME ______________________________ HOME PHONE ___________

ADDRESS ________________________________ CONTACT PHONE ___________

SCHOOL ____________________ VOCATIONAL INSTRUCTOR ________________

In participating in the Day Care/Infant Care Service Program, I understand and agree to fulfill my responsibilities which are:

1. I will promptly provide all registration and medical forms required by the child care center where my child will be enrolled.
2. I understand that if I fail to provide these required forms, the space reserved for my child will be given to another participant.
3. I will be responsible for the delivery and pick-up of my child at the day care center. I understand that any late charges will be my responsibility.
4. If Pick-Up Service is provided by the day care center, I will be responsible for having my child dressed and ready for pick up at the time agreed to by the day care center and myself.
5. I understand that day care service will be provided only on those days the Dayton Public Schools are in session and I agree to pay for any day care services provided during school holidays or vacations. (Snowdays will be considered school holidays).
6. I agree to see that my child attends the assigned day care center regularly. There will be no absences unless there is illness or a family emergency.
7. I agree to attend school regularly and maintain passing grades in all my subjects.
8. I understand that if I fail to carry out the above conditions of this contract, my child may be withdrawn from the Day/Care Infant Care Service Program sponsored by the Dayton Board of Education, Home Economics Department.

STUDENT'S SIGNATURE _________________________ DATE ________________

VOCATIONAL INSTRUCTOR'S SIGNATURE _________________________________

9-9-85

Polaris Career Center
7285 Old Oak Boulevard • Middleburg Heights, Ohio 44130-3375 • 216/243-8600

David N. Kleinschmidt, *High School Director/Principal*
Ernest L. Mason, *Assistant Director/Principal*

Single Parent/Homemaker Grant

Project II **CA** **GRADS** **Child Care Allowance**

Provides $6 a day allowance for dependent care costs for the children of 16 GRADS students and/or participants in Project I-OT who are enrolled in a full-time training program through Polaris Adult Education. The dependent care can be a day care center or a Home Day Care Provider.

REQUIREMENTS:

1. Student must be a male or female single parent and/or homemaker.

2. Student must be enrolled in the GRADS program or a graduate of the GRADS program.
3. Student must attend GRADS classes as scheduled for parenting and child development instruction.
4. The grant will provide a maximum allowance of $6 per school day for dependent care costs. Any costs above the $6 per day must be paid by the student.
5. This grant makes it possible for GRADS parent-students to continue their education without the financial burden of child care. Therefore, any unexcused absences from school while the child is at the Day Care Provider will **not** be tolerated.
6. The Home Day Care Provider must be willing to attend two workshops which will provide training and assistance in this role. They will be scheduled two evenings in January. One will include instruction in child developmental stages and activities, and the other on child illness, and first-aid safety.
7. The Home Day Care Provider will invoice the school at the end of the month listing only the number of school days the child was cared for that month. They will mail it to Polaris the end of each month for payment the following month. School vacation days and days the student was not in school should not be counted.
8. Mrs. Phillips will make occasional visits to the Home Day Care Provider.

I have read all the grant policies and procedures and will abide by them. If I violate any of them, I will be withdrawn from the grant and lose grant privileges.

Maria Phillips
GRADS Teacher-Coordinator

GRADS Student-Parent

School Attendance Officer

Home Day Care Provider

INVOICE

Purchase Order No.:

SOLD TO:
Polaris Career Center
7285 Old Oak Blvd.
Middleburg Hts., OH 44130-3375

Grant Title: Child Care Allowance

Grant Code: 524-3210-420-0256

Invoice Date:

SHIP TO:

DESCRIPTION	QUANTITY	UNIT PRICE	TOTAL
Child Care Services for:	Number of days this month:		
Mother: ____________	____________	$6.00 per day	
Child : ____________			
Home Day Care Provider: ____________			
Dates of Child Care this month:			**PAY THIS AMOUNT:**

Attendance Office Verification ____________
date

Instructions:

1. Write the name and address of the Home Day Care Provider as is listed on the original purchase order in the space "Ship To." The check will be mailed to this person.

2. Fill in the purchase order number you received from Polaris. This number will be the same each month and must be present on this invoice in order to receive payment.

3. Fill in the date you are sending this invoice.

4. Fill in who the child care service was for and the dates you cared for the child.

5. Total the number of days for the month in which you cared for the child and multiply that by $6 to receive the total amount due to you this month. Fill in the total under "Pay this Amount."

6. Mail invoice to Maria Phillips at Polaris, and a check will be coming to you. You must complete this form each month.

7. Mrs. Phillips will call the attendance office to verify the school attendance for the month.

8. Call Maria Phillips at 243-8600 if you have any questions.

Polaris Career Center
7285 Old Oak Boulevard • Middleburg Heights, Ohio 44130-3375 • 216/243-8600

David N. Kleinschmidt, *High School Director/Principal*
Ernest L. Mason, *Assistant Director/Principal*

Single Parent/Homemaker Grant

Project II CC GRADS Center Based Child Care

Provides $73 per week for dependent care cost at an approved day care center for the infants of 5 GRADS students and/or participants in Project I-OT who are enrolled in a full-time training program through Polaris Adult Education.

REQUIREMENTS:

1. Student must be a male or female single parent and/or homemaker.
2. Student must be enrolled in the GRADS program or a graduate of the GRADS program.
3. Student must attend GRADS classes as scheduled for parenting and child development instruction.
4. The grant will provide a maximum allowance of $73 per week for dependent care costs for infants 0-18 months of age and $58 per week per child for children 19 months or older. Any costs above this must be paid by the student.
5. This grant makes it possible for GRADS parent-students to continue their education without the financial burden of child care. Therefore, any unexcused absences from school while the child is at the day care center will **not** be tolerated.
6. Student must follow rules and regulations set forth by the day care center their child is attending as far as supplies, illness, etc.
7. Day care centers will invoice the school at the end of each month listing the weeks the child was cared for that month. School vacations (Christmas, spring vacation) should not be included.

I have read all the grant policies and procedures and will abide by them. If I violate any of them, I will be withdrawn from the grant and lose grant privileges.

Maria Phillips GRADS Teacher-Coordinator	GRADS Student-Parent
School Attendance Officer	Day Care Center Director

F-169

INVOICE

Purchase Order No.:

SOLD TO:
Polaris Career Center
7285 Old Oak Blvd.
Middleburg Hts., OH 44130-3375

Grant Title: Center Based Child Care

Grant Code: 524-3210-410-0256

Invoice Date:

SHIP TO:

DESCRIPTION	QUANTITY	UNIT PRICE	TOTAL
Child Care Services for:	Number of weeks this month:		
Mother: ____________	____________	$73.00 per week (0-18 mo.)	
Child: ____________		$58.00 per week (19 mo.-)	
Dates of Child Care this month:			**PAY THIS AMOUNT:**

Attendance Office Verification ____________ date

Note to Day Care Centers:

1. Don't forget to include the purchase order number you received from Polaris. This number will be the same each month and must be included in order to receive payment.
2. Mail invoice to Maria Phillips each month and a check will be coming to you.
3. Do not bill more than $73 per week per child 0-18 months of age and $58 per week per child for 19 months and over. The student is responsible for any costs over this amount.
4. Mrs. Phillips will call the school attendance office to verify the school attendance for the month.
5. Call Maria Phillips if you have any questions at 243-8600.

Polaris Career Center
7285 Old Oak Boulevard • Middleburg Heights, Ohio 44130-3375 • 216/243-8600

David N. Kleinschmidt, *High School Director / Principal*
Ernest L. Mason, *Assistant Director / Principal*

Single Parent/Homemaker Grant

Project II TR GRADS Child Care Travel Allowance

Provides $3 a day travel allowance to 8 GRADS students and/or participants in Project I-OT who are enrolled in a full-time training program through Polaris Adult Education, for their travel to and from sponsored child care sites.

REQUIREMENTS:

1. Student must be a male or female single parent and/or homemaker.
2. Student must be enrolled in the GRADS program or a graduate of the GRADS program.
3. Student must attend GRADS classes as scheduled for parenting and child development instruction.
4. The grant will provide a maximum allowance of $3 per school day for travel to and from sponsored child care sites. Any costs above the $3 per day must be paid by the student.
5. This grant makes it possible for GRADS parent-students to continue their education without the financial burden of child care. Therefore, any unexcused absences from school while the child is at the Day Care Provider will not be tolerated.
6. The GRADS student will invoice the school at the end of the month listing only the number of school days the child was cared for that month. They will mail it to Polaris the end of each month for payment the following month. School vacation days and days the student was not in school should not be counted.

I have read all the grant policies and procedures and will abide by them. If I violate any of them, I will be withdrawn from the grant and lose grant privileges.

____
Maria Phillips
GRADS Teacher-Coordinator

____
GRADS Student-Parent

____
School Attendance Officer

____
Home Day Care Provider

F-109

INVOICE

Purchase Order No.:

SOLD TO:
Polaris Career Center
7285 Old Oak Blvd.
Middleburg Hts., OH 44130-3375

Grant Title: Child Care Travel Allowance
Grant Code: 524-3210-483-0256

Invoice Date:

SHIP TO:

DESCRIPTION	QUANTITY	UNIT PRICE	TOTAL
Travel Allowance for: ____________________ Dates travel allowance used this month:	Number of days this month: _______________	$3.00 per day	**PAY THIS AMOUNT:**

Attendance Office Verification _______________
date

Instructions:

1. Write name and address of GRADS student who will receive check for travel allowance to and from sponsored child care site.
2. Fill in the purchase order number you received from Polaris. This number will be the same each month and must be present on this invoice in order to receive payment.
3. Fill in the date you are sending this invoice.
4. Fill in who the travel allowance was for and the dates you took your child to the child care site.
5. Total the number of days for the month in which you cared for the child, and multiply that by $3 to receive the total amount due to you this month. Fill in the total under "Pay This Amount."
6. Mail invoice to Maria Phillips at Polaris, and a check will be coming to you. You must complete this form each month. Call Maria Phillips at 243-8600 if you have any questions.

F - 115

POLARIS VOCATIONAL CENTER
ADULT ASSESSMENT INTAKE FORM

Name ____________________ Soc. Sec. # ____________________

ress ____________________ Marital Status ____________________

____________________ No. of dependents ____________________

Phone ____________________ Birthdate ____________________

Vocational Goal:

____

____

Education and Training:

Please list the highest level or grade of school completed and/or degree attained. ____________________

List any special courses or training of any kind you have received (include college major/minor, trade or business school, etc.)

____

Work Experience:

Please list all work experience you have by job title. Include a brief scription of your duties and how many years you have done that job.

. ____________________

____

2. ____________________

____

3. ____________________

____

4. ____________________

____

5. ____________________

____

List any Volunteer or Community involvement:

____

List any Hobbies/Recreation:

____

Explain any special needs or medical precautions that the staff here ould be aware of in working with you:

____

F-111

Polaris Vocational Center
7285 Old Oak Boulevard • Middleburg Heights, Ohio 44130-3375 • 216/243-2827

Michael Kristan, Adult Education Director

September 4, 1985

I have read all the program policies and procedures and will abide by them. If I violate any of the, I will be withdrawn from the program, return all materials, and lose grant privileges.

I promise to be willing to accept an office position which is a good job match after I have completed the program realizing that the grant privileges are based on successful job placement.

Currently I am in financial need of this grant. If I have been working, I have not made in excess of $3,000 in the last six months.

I am a male or female, single parent, and/or homemaker at the present time.

Maria Phillips
Consultant

Secretarial Office Systems
Specialist Student

Evelyn Finley
Instructor

F-42

Grants allow homemakers to attend career center

By KATHY SHOWALTER

Times Leader Staff Writer

Times Leader

4-16-87

ST. CLAIRSVILLE — What would you do if you were 40 years out of high school and looking for better work?

If you're 61-year-old Gloria Sheets of Scio, you take advantage of grants available to single parent homemakers at the Belmont Career Center, St. Clairsville, and enroll in a daytime, year-long secretarial course.

Sheets and five other single parent homemakers discussed their return to school recently at the career center. They range from Pam Bertolino, Cadiz, whose youngest child is nine months old, to Linda Grear, Barnesville, and Kay Zacharias, Shadyside, who attend the same school as their high-school age children.

In fact, Grear and Zacharias come to school with their junior and senior high school children.

Others were Kathy Gosnell, Mt. Pleasant, enrolled in the self-paced business office education course, and Lori Umbowers, Dillonvale, a nursing assistant student with Bertolino.

Gosnell, a registered nurse who has been out of her field for a number of years, decided to study her business skills to make her more job marketable.

Umbowers said she was tired of living on Aid to Dependant Children. Staying the same, she said, is the easy thing to do.

"I wanted to do this two years ago when a friend went," Bertolino said. "At the time, there was no telephone, so she had no way to let me know.

Bertolino, who gets a travel and child care allowance, said her parents are especially pleased that she's returned to school.

"It's hard with the kids; it's hard to leave them," she said. She noted she always hated high school and her parents, now in Florida, were pleased and surprised she returned.

Zacharias, an experienced upholsterer, said she wants to use what she's learned to leave the area and find work managing a decorating business. Her schooling has encouraged her husband, a disabled coal miner, to seek classroom training in woodwork.

Gosnell, who received a registered nursing diploma from the Ohio Valley School of Nursing, said she's been away from the field for so long that she cannot find work. The business training will make her more marketable, she believes.

All noted they receive encouragement from their family, although one said her plans to continue her education are threatening to some. A nursing student said her pre-school child talked for days when she learned her mother was taught how to wash her hands.

Others, particularly those with school-age children at home, note their sons and daughters take particular delight in asking the mothers if their homework is done.

According to Sandie Turner and Lynn League of the Career Center, people frequently are unaware that adults can obtain financial aid. These students can qualify for this educational funding when they might not qualify for other job-training funds locally, Turner said.

The federal grant is available through the Ohio Department of Education. The center received $15,000 this year and expects to receive more funds for the school year beginning in September.

Turner said some of the money is still available for this school year. Career center officials can determine eligibility of other single-parent homemakers interested in beginning classes in the fall.

For more information about career planning or exploration, contact Turner or League at 695-5330, the adult education division at the Belmont Career Center.

SANDIE TURNER, seated, of the Adult Education Office, Belmont Career Center, reviews career options with three homemakers who have returned to school to learn new job skills. Discussing them with her are, standing from the left, Pam Bertolino, Cadiz; Kathy Gosnell, Mt. Pleasant; and Lori Umbowers, Dillonvale.

KATHY SHOWALTER PHOTO

F-113

What is the SP/H Program?

The SP/H program provides educational assistance to single parents and homemakers who have financial need and want to attend school. The program provides support in the form of scholarships for tuition and allowances for child care and transportation.

Who is eligible?

The following criteria must be met to be eligible for the program:

- **Single Parent** - must be separated, divorced, widowed, or never married and have custody of minor children.

- **Homemaker** - must have worked in the home for a substantial number of years without financial remuneration and therefore, have diminished skills.

- **Evidence of financial need** -must be substantiated and, in general, people who are currently employed will not be funded.

What steps must I take to participate in the program?

If you feel you may be eligible for the program, contact the SP/H project coordinator at Apollo. After an initial interview, you will be scheduled for a vocational assessment to determine your chances for success in the program. Upon successful completion of the assessment, you will complete an employment development plan with the SP/H coordinator and be interviewed by the instructor of the program you wish to enter who will enroll you at that time.

What courses can the scholarship be used for?

Students will be eligible for up to 650 hours of training in any of Apollo's full-time adult training programs. These courses include:

Building Maintenance
Business Office Specialist
Cashier Training
Computer and Accounting
Food Service
Home Health Care
Machinist Training
Practical Nursing
Welding

How can I obtain child care assistance?

Child care assistance can be arranged on your own.

If an in-home sitter is desired, Apollo will reimburse the sitter at the rate of $1 per hour with a maximum of $5/day.

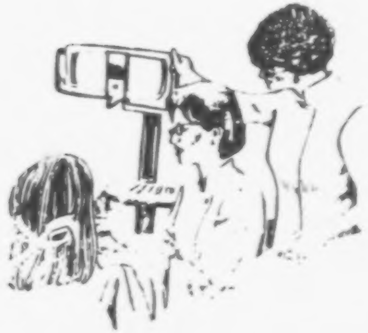
What additional services are available to me as a participant?

You may use any of the resources and services available through the adult resource center including career counseling, assistance with resumes, and access to the library. Job readiness instruction will also be required, either before or after skill training or during quarterly breaks.

F-115

For more information contact:

SP/H Project Coordinator
Apollo Career Center
3325 Shawnee Road
Lima, Ohio 45806
419/999-3015, Ext. 265



This publication was supported in part or in whole by federal funds of PL 98-524, through the Division of Vocational and Career Education, the Ohio Department of Education.

SINGLE PARENT & HOMEMAKER
Training Program

Apollo
CAREER CENTER
3325 Shawnee Road, Lima, Ohio 45806
(419) 999-3015

ODHS 1247 (Rev 11/86)
Page 1 of 6

COMPLIANCE REPORT

nter Name			Number
Address			County
Date of Inspection	Time of Inspection Arrive Depart	Purpose of Inspection ☐ Initial ☐ Provisional ☐ Renewal ☐ Supervisory	☐ Scheduled ☐ Unscheduled

Age Category	Current Enrollment
Infant	
Toddler	
Preschool	
School Child	

Key Code
I - In Compliance
O - Out of Compliance
P/V - Compliance Previously Verified
N/V - Compliance Not Verified
N/A - Not Applicable

Compliance Item	Key	Comments
5104.02 License Posted		
5101:2-12-16 License Capacity		
5101:2-12-21 Building Inspection Report		Occupancy Limit ______
5101:2-12-22 Fire Inspection Report		
5101:2-12-65 Fire approval infant and nonambulatory care not on first floor		
5101:2-12-23 Food Service License or Exemption		
5101:2-12-36, 5101:2-12-37 Indoor Space		Space for infants and nontoilet trained toddlers ______ square feet Toilet trained toddler, preschool, and school-child space ______ square feet
5101:2-12-38 Outdoor Play A. Onsite space 1 Enough space		
2 Daily outdoor play period		
3 Enclosure of space		
4 Supervision provided, two adults available		
B. Park/Indoor Recreation Area 1 Enough space		
2 Safe available park		
3 Supervision provided, two adults available		
1:2-12-39 of Space		

Compliance Item	Key	Comments
5101.2-12-40 Quiet and Active Play Program schedule devised		
Daily outdoor play and indoor gross motor play in bad weather		
Durable, child-size furniture		
Materials arranged in orderly manner and accessible to children		
Balance of quiet and active play		
5101.2-12-41 Equipment Quantities adequate		
All categories observed		
5101.2-12-42 Cots Cots for each child		Number of Cots ________
Assigned to individual child		
Firm resilient material		
Regular cleaning routine		
Placement of cots		
5101.2-12-43 **Safe and Sanitary Furniture Materials and Equipment**		
5101.2-12-44 First Aid Supplies Supplies complete		
Stored safely		
Available for field trips		
5101.2-12-07 Crimes Conviction statements on file		
5101.2-12-08 References Form complete		
Complete for owner, employees		

Items	I	T	P	S
Art Supplies	■			
Blocks/Transp	■			■
Language Arts				
Dramatic Play				
Gross Motor				
Manipulatives				
Musical	■			
Science/Nature	■			
Sensory Motor				■

(Safe)
- ☐ No broken equipment
- ☐ No toys small enough to swallow
- ☐ Cleaning supplies storage and labeling
- ☐ Location and anchoring of stationary equipment
- ☐ Protective covering under climbers
- ☐ Safe outdoor surfaces
- ☐ Use of lawn mowers and machinery
- ☐ Pets inoculated
- ☐ Fans used safely
- ☐ Electrical outlet covers
- ☐ Written approval for space heaters
- ☐ Toilet and sink height suitable
- ☐ Wading pools

(Sanitary)
- ☐ Towels and soap in restroom
- ☐ Potty chair location, cleaning
- ☐ Appropriate cleaning schedule followed
- ☐ Blankets washed
- ☐ Trash storage
- ☐ Facility and equipment sanitary kept in good repair

- ☐ Adhesive Tape
- ☐ Gauze Roller Bandage
- ☐ Gauze Squares
- ☐ Bandaids
- ☐ Towels
- ☐ Scissors
- ☐ Safety Pins
- ☐ Flashlight
- ☐ Thermometer
- ☐ Ipecac
- ☐ Tablespoon
- ☐ Tweezers
- ☐ Powdered Milk

Compliance Item	Key	Comments
[illegible]1:2-12-24 & 2-12-25 **[illegible]inistrator(s)** [illegible]alifications		
Time spent at center		________ Hours at Center
5101:2-12-26 & 2-12-27 **Child Care Staff Qualifications**		
5101:2-12-28 **Vocational Student Used As Staff**		☐ Statement on file from school ☐ Training plan and program on file
5101:2-12-29 **Employee Medicals** Complete for all employees		
Completeness of form used		
5101:2-12-30 Inservice Training Complete for all staff		
5101:2-12-31 **Persons Trained in First Aid**		
5101:2-12-32 Person Trained in Child Abuse Prevention		
[illegible]1:2-12-33 [illegible] **Adults.** Statement Signed		
5101:2-12-34 **Staff/Child Ratios** Potential to be met		
Observed being met		
Substitute List		
5101:2-12-35 **Small Groups** Observed being met		
Attendance kept by group		
5101:2-12-45 **Admission Policies and Procedures** Interview completed		☐ Center name, address, phone ☐ Licensing Information Statement ☐ Goals and Purposes of Center ☐ Toll Free Complaint Number ☐ Abuse Reporting Requirement ☐ Parent Access Statement ☐ Parent Roster Statement ☐ Licensing Record Statement ☐ Discrimination Program Description ☐ Hours and Days of Operation ☐ S/C Ratio and Group Size ☐ Sample Daily Schedule Policies Description ☐ Discipline and Safety ☐ Meals and Snacks ☐ Emergencies and Illness ☐ Accidents and Medication ☐ Fees and Registration ☐ Release of Child ☐ Transportation ☐ Parent Participation
Written materials given to parents		
Written materials complete		

Compliance Item	Key	Comments
5101 2-12-56 Discipline Written policy on file		
Copy to staff and parents		
Appropriate methods in policy		
Appropriate methods observed		
Signed permission for spanking		
Parent notified of spanking		
5101 2-12-46 Safety of Children Written policy complete		☐ No child unattended ☐ Arrival and departure policy ☐ Immediate Telephone Access ☐ Monthly fire drill ☐ Fire and weather alert plan ☐ Field trip safety plan ☐ Water safety plan ☐ Incident report procedures ☐ Notice to CPSA ☐ No spray aerosols
Copy to staff and parents		
Safe practices observed		
5101 2-12-47 **Swimming and Water Safety**		☐ Written permission ☐ Fenced pool ☐ Supervision by staff ☐ Approved swimming area ☐ Lifeguard WSI supervised
5101 2-12-48 Transportation		☐ Permission slip ☐ First aid supplies ☐ Person trained in 1st aid ☐ Children have identification ☐ Emergency transportation authorization ☐ Health record
5101 2-12-49 **A Medical and Dental Emergency Plan** Plan posted by all phones and in all classrooms		☐ Location of first aid kit ☐ Emergency telephone numbers ☐ Names of staff with first aid training ☐ Location of children's medical and other records ☐ General emergency instructions ☐ General illness instructions ☐ Dental emergency instructions and location of chart ☐ Location of child restraint system
Child restraint system alternate plan		
Plan complete		
B. Emergency Transportation Authorization Completeness of form used		
Complete for each child		
C Incident Report Form complete		
Provided to parents		
5101 2-12-50 **Communicable Disease** Daily Health check		☐ Means of training staff ☐ Policy for employee illness ☐ Symptoms for discharge of child ☐ Policy for managing and readmitting sick child ☐ Location of communicable disease chart ☐ Procedure for parent notification of exposure ☐ Policy Re Medications ☐ Policy Re Mildly ill child
Written communicable disease policy		
Observed compliant sick child care		
Room and cot for isolation		
5101 2-12-51 **Administration of Medication** **Vitamins, Special Diets, and Supplements** Written instructions		
Medication labeling and storage		
5101 2-12-52 Handicaps/Health Conditions Written care plan complete		
Written special procedures plan complete		
Special procedures done by trained person		

Compliance Item	Key	Comments
5101:2-12-53 **rent Access**		
1:2-12-54 **arent Roster** Roster complete		
Parent statement		
5101:2-12-55 Parent Participation		☐ Plan complete ☐ Plan given to parents ☐ Parent conferences completed ☐ Verification of conferences on file
5101:2-12-58 **Children's Medicals** Complete for all children		
Form complete		
5101:2-12-59 Childrens Records Enrollment record complete for each child		Enrollment Record ☐ Child's Name ☐ Date of Birth ☐ Date of Admission ☐ Parents' Names ☐ Addresses ☐ Home Phones ☐ Parents' Work Addresses ☐ Parents' Work Phones ☐ Emergency Contacts
Enrollment form complete		Health Record ☐ Physical Exam ☐ Written medication instructions ☐ Medications currently being administered ☐ Immunizations ☐ Allergy information ☐ Chronic physical problems and hospitalization history ☐ Disease history ☐ Physician/Clinic name, address, and phone number ☐ Emergency transportation authorization
Health record complete for each child		
Health record form complete		
101:2-12-60 to 2-12-63 **Food Provided by Center** Posted current menu		
Lunch served to children		
Meal containing four food groups		
Meal containing one-third daily requirements		
Snack with nutritional value		
5101:2-12-64 **Parent Provided Food** Parents given nutritional information		
Supplemental food provided		
5101:2-12-37 **Separation of Infant and Nontoilet Trained Toddlers**		
5101:2-12-66 Infant Program Removal from crib for feeding		
No bottles propped		
Removal from crib for individual attention		
y space apart from crib area		
gram schedule devised		
Appropriate activities observed		
5101:2-12-67 **Constancy of Caregiver**		

Compliance Item	Key	Comments
5101:2-12-68 Handwashing Facilities Handwashing facilities available		
Handwashing done properly		
5101:2-12-69 Diaper Care Diapers changed by sink		
Disposable cover on changing table		
Surface disinfected		
Use of products from common container		
Storage of clean diapers and clothes		
Storage of soiled diapers and clothes		
Plastic lined container with cover		
Laundering or disposal of diapers		
Laundering or disposal of washclothes and towels after use		
5101:2-12-70 Formula Written instruction from parent or doctor		
Approved formula preparation		
Labeled and refrigerated		
5101:2-12-71 Food Written instruction from parent or doctor or center serves daily dietary allowance to child		
Labeled and refrigerated		
Appropriate to developmental stage of child		
5101:2-12-72 Cribs Sufficient number of cribs		______ Porta Cribs ______ Full Size Cribs
Closely spaced bars		
Firm mattresses		
Safe, waterproof mattress cover		
Clean crib sheets		
No restraining devices in cribs		
Cribs at least two feet apart		
Cribs labeled for assigned child		

Inspection of the above named child day care center's compliance with Chapter 5104. of the Ohio Revised Code and Chapter 5101:2-12 of the Ohio Administrative Code was completed on this date as shown on the above form.

Signature of Day Care Licensing Specialist	Date	Signature of Administrator	Date

Administrator's signature indicates acknowledgement of report only, not necessarily agreement with findings

F-122

NEW STAFF/CHILD RATIOS: EFFECTIVE 9-1-86

Staff/Child Ratio		Max. Group Size
Infants	less than 12 months	
	1: 5 2:12	12
	12 months to less than 18 months (1 1/2 years)	
	1: 6	12
Toodlers	18 months to less than 30 months (2 1/2 years)	
	1: 7	14
	30 months to less than 3 years 2 1/2 (36 months)	
	1: 8	16
Preschool	3 years	
	1:12	24
	4 and 5 years (not in school)	
	1:14	28
School Age	5 years to less than 11 years	
	1:18	36
	11 years through 14 years old	
	1:20	40

NOTE: 2 adults required when 7 or more children are on the premises.

2 child care staff members are required when 6 or more infants under 12 months old are on the premises.

RULE HIGHLIGHTS

5101:2-12-37 Space Used for Infants and/or Nontoilet -Trained Toddlers

A. Infants, toddlers, and older children may be grouped together, as long as staff/child ratios for youngest child are maintained, and as long as this group receives care apart from toilet-trained children i.e., group of 12 infants-toddlers with two staff.

Spaces used as areas for "care apart from" is defined as having barriers that are at least 36 inches in height, and that provides a minimum of 35 square feet indoor space for each child in the group.

B. Caregiving apart from other children includes (but not limited to) outdoor play area, dining area, toileting area, large muscle play area.

COMMENT:

Intent of rule lies in management of communicable diseases i.e., bacterial diarrheal diseases which are highly contagious throughout center/staff.

DEPARTMENT OF HEALTH AND HUMAN SERVICES

Office of the Secretary

Annual Update of the Poverty Income Guidelines

AGENCY: Department of Health and Human Services.

ACTION: Notice.

SUMMARY: This notice provides an update of the poverty income guidelines to account for last year's increase in the Consumer Price Index.

DATE: Effective upon publication.

ADDRESS: Office of the Assistant Secretary for Planning and Evaluation, Department of Health and Human Services, Washington, DC 20201.

FOR FURTHER INFORMATION CONTACT:

For information about the poverty income guidelines in general, contact Joan Turek-Brezina (telephone: (202) 245-6141).

Questions about applying these guidelines to a particular program should be referred to the Federal office which is responsible for that program.

For information about the Hill-Burton Uncompensated Services Program (no-fee or reduced-fee hospital care at certain hospitals for certain persons unable to pay for such care), contact the Office of the Director, Division of Facilities Compliance (telephone: (301) 443-8512). (The effective date of these guidelines for facilities obligated under the Hill-Burton Uncompensated Services Program is 60 days from the date of this publication.)

This notice provides the 1987 update of the poverty income guidelines required by sections 652 and 673(2) of the Omnibus Budget Reconciliation Act of 1981 (Pub. L. 97-35). As required by the statute, this update reflects last year's change in the Consumer Price Index; it was accomplished using the same methodology used in previous years.

These poverty income guidelines are used as an eligibility criterion by a number of Federal programs. The guidelines are a simplified version of the poverty thresholds used by the Bureau of the Census to prepare its statistical estimates of the number of persons and families in poverty. The *poverty income guidelines* issued by the Department of Health and Human Services (formerly by the Community Services Administration) are used for administrative purposes—for instance, for determining whether a person or family is financially eligible for assistance or services under a particular Federal program. The *poverty thresholds* are used primarily for statistical purposes.

In certain cases, as noted in the relevant authorizing legislation or program regulations, a program uses the poverty income guidelines as only one of several eligibility criteria, or uses a modification of the guidelines (for example, 130 percent or 185 percent of the guidelines). Some other programs, while not using the guidelines as a criterion of individual eligibility, use them for the purpose of targeting assistance or services. In some cases, these poverty income guidelines may not become effective for a particular program until a regulation or notice specifically applying to the program in question has been issued.

The poverty guidelines given below are applicable to both farm and nonfarm families.

The following definitions (derived for the most part from language used in U.S. Bureau of the Census, Current Population Reports, Series P-60, No. 152 and earlier reports in the same series) are made avialable for use in connection with the poverty income guidelines. Programs may use somewhat different definitions.

(a) *Family.* A family is a group of two or more persons related by birth, marriage, or adoption who reside together; all such related persons are considered as members of one family. (If a household includes more than one family and/or more than one unrelated individual, the poverty guidelines are applied separately to each family and/or unrelated individual, and not to the household as a whole.)

(b) *Family unit of size one.* In conjunction with the poverty income guidelines, a family unit of size one is an unrelated individual (as defined by the Census Bureau)—that is, a person 15 years old or over (other than an inmate of an institution) who is not living with any relatives. An unrelated individual may be the sole occupant of a housing unit, or may be residing in a housing unit (or in group quarters such as a rooming house) in which one or more persons also reside who are not related to the individual in question by birth, marriage, or adoption. (Examples of unrelated individuals residing with others include a lodger, a foster child, a ward, or an employee.)

(c) *Income.* Refers to total annual cash receipts before taxes from all sources. (Income data for a part of a year may be annualized in order to determine eligibility—for instance, by multiplying by four the amount of income received during the most recent three months.) Income includes money wages and salaries before any deductions, but does not include food or rent received in lieu of wages. Income also includes net receipts from nonfarm or farm self-employment (receipts from a person's own business or from an owned or rented farm after deductions for business or farm expenses). Income includes regular payments from social security, railroad retirement, unemployment compensation, workers' compensation, strike benefits from union funds, veterans' benefits, public assistance (including Aid to Families with Dependent Children, Supplemental Security Income, and General Assistance money payments), training stipends, alimony, child support, and military family allotments or other regular support from an absent family member or someone not living in the household; private pensions, government employee pensions, and regular insurance or annuity payments; and income from dividends, interest, rents, royalties or periodic receipts from estates or trusts. For eligibility purposes, income does not include the following types of money received: capital gains; any assets drawn down as withdrawals from a bank, the sale of property, a house, or a car; tax refunds, gifts, lump-sum inheritances, one-time insurance payments, or compensation for injury. Also excluded are noncash benefits, such as the employer-paid or union-paid portion of health insurance or other employee fringe benefits, food or rent received in lieu of wages, the value of food and fuel produced and consumed on farms, the imputed value of rent from owner-occupied nonfarm or farm housing, and such Federal noncash benefit programs as Medicare, Medicaid, Food Stamps, school lunches, and housing assistance.

1987 POVERTY INCOME GUIDELINES FOR ALL STATES (EXCEPT ALASKA AND HAWAII) AND THE DISTRICT OF COLUMBIA

Size of family unit	Poverty guideline
1	$5,500
2	7,400
3	9,300
4	11,200
5	13,100
6	15,000
7	16,900
8	18,800

For family units with more than 8 members, add $1,900 for each additional member.

Dated: February 13, 1987.

Otis R. Bowen, M.D.,

Secretary of Health and Human Services.

[FR Doc. 87-3655 Filed 2-19-87; 8:45 am]

BILLING CODE 4150-04-M

188

F-126

Job Training Partnership Act; Lower Living Standard Income Level

AGENCY: Employment and Training Administration, Labor.

ACTION: Notice of determination of lower living standard income level.

SUMMARY: The Job Training Partnership Act (JTPA) and the Internal Revenue Code of 1954, section 51(d)(11) provide that the term "economically disadvantaged" may be defined as 70 percent of the "lower living standard income level" (LLSIL). To provide the most accurate data possible, the Department of Labor is issuing revised figures for the LLSIL.

EFFECTIVE DATE: This notice is effective on July 29, 1987. Written comments on this notice will be accepted through July 29, 1987.

ADDRESS: Send written comments to: Mr. Robert N. Colombo, Director, Office of Employment and Training Programs, Employment and Training Administration, U.S. Department of Labor, 200 Constitution Avenue, NW., Room N-4703, Washington, DC 20210.

FOR FURTHER INFORMATION CONTACT: Mr. Robert N. Colombo, Telephone: 202-535-0577.

SUPPLEMENTARY INFORMATION: It is a purpose of the Job Training Partnership Act (JTPA) "to afford job training to those *economically disadvantaged* individuals * * * who are in special need of such training to obtain productive employment." (Emphasis added.) JTPA Section 2; See 20 CFR 626.1(a)(2). JTPA Section 4(8) defines, for the purposes of JTPA eligibility, the term "economically disadvantaged" in part by reference to the "lower living standard income level" (LLSIL). See 20 CFR 626.4. Similar definitions of "economically disadvantaged," which also include references to the LLSIL are provided at JTPA Sections 201(b)(3) and 202(a)(3) for JTPA Title II allotment and within State allocation purposes. See 20 CFR 629.39 and 630.1. Internal Revenue Code (I.R.C.) Sections 44B and 51 establish a Targeted Jobs Tax Credit Program for a portion of the wages paid by employers from "targeted" groups. Certain of the targeted groups require that the worker be a member of "an economically disadvantaged family". See e.g. I.R.C. Sections 51(d)(3)(A)(ii), (4)(C), (7)(B), (8)(A)(iv), and (12)(A)(iv).

The LLSIL figures published in this notice shall be used to determine whether an individual is economically disadvantaged for applicable JTPA purposes. JTPA Section 4(16) defines LLSIL as follows:

The term "lower living standard income level" means that income level (adjusted for regional, metropolitan, urban, and rural differences and family size) determined annually by the Secretary (of Labor) based on the most recent "lower living family budget" issued by the Secretary.

The most recent lower living family budget was issued by the Secretary in the fall of 1981. Using those data, the 1981 LLSIL was determined for programs under the now-repealed Comprehensive Employment and Training Act, and for the TJTC program. The four-person urban family budget estimates previously published by the Bureau of Labor Statistics (BLS) provided the basis for the Secretary to determine the LLSIL for training and employment program operators. BLS terminated the four-person family budget series in 1982, after publication of the Fall 1981 estimates.

Under the JTPA, the Employment and Training Administration (ETA), published the 1986 updates to the LLSIL in the **Federal Register** of June 6, 1986, (51 FR 20720). ETA has again updated the LLSIL to reflect cost of living increases for 1986, by applying the percentage change in the December 1986 consumer price index (CPI), compared with the December 1985 CPI, to each of the June 6, 1986, LLSIL figures. Those updated figures for a family of four are listed in Table 1 below by region for both metropolitan and nonmetropolitan areas. Since eligibility is determined by family income at 70 percent of the LLSIL, pursuant to section 4(8) of JTPA, those figures are listed below as well.

TABLE 1.—LOWER LIVING STANDARD INCOME LEVEL BY REGION [1]

Region	Updated 1987 LLSIL	70 percent of LLSIL
Northeast:		
Metropolitan	$18,810	$13,170
Nonmetropolitan	18,290	12,800
North Central:		
Metropolitan	18,060	12,640
Nonmetropolitan	17,370	12,160
South:		
Metropolitan	17,250	12,080
Nonmetropolitan	16,240	11,370
West:		
Metropolitan	18,920	13,240
Nonmetropolitan	19,030	13,320

[1] For ease of calculation, these figures have been rounded to the nearest ten.

Jurisdictions included in the various regions, based generally on Census Divisions of the U.S. Department of Commerce, are as follows:

Northeast

Connecticut
Maine
Massachusetts
New Hampshire
New Jersey
New York
Pennsylvania
Rhode Island
Vermont
Virgin Islands

North Central

Illinois
Indiana
Iowa
Kansas
Michigan
Minnesota
Missouri
Nebraska
North Dakota
Ohio
South Dakota
Wisconsin

South

Alabama
American Samoa
Arkansas
Delaware
District of Columbia
Florida
Georgia
Kentucky
Louisiana
Maryland
Mississippi
North Carolina
Northern Marianas
Oklahoma
Puerto Rico
South Carolina
Tennessee
Texas
Trust Territories
Virginia

West

Arizona
California
Colorado
Idaho
Montana
Nevada
New Mexico
Oregon
Utah
Washington
Wyoming

Additionally, separate figures have been provided for Alaska, Hawaii and Guam as indicated in Table 2 below.

For Alaska, Hawaii and Guam, the PY 1985 figures were updated by creating a "State Index" based on the ratio of the urban change in the State (using Anchorage and Honolulu) compared to the West regional metropolitan change, and then applying that index to the West regional nonmetropolitan change.

TABLE 2.—LOWER LIVING STANDARD INCOME LEVEL—ALASKA, HAWAII AND GUAM [1]

Region	Updated 1987 LLSIL	70 percent of LLSIL
Alaska:		
Metropolitan	$26,130	$18,290
Nonmetropolitan	24,620	17,240
Hawaii and Guam:		
Metropolitan	23,950	16,770
Nonmetropolitan	21,770	15,240

[1] Rounded to the nearest ten.

Data on 25 selected Metropolitan Statistical Areas (MSAs) are also available, although the timeframes used for the updated data are not exactly the same. Figures for 15 of the MSAs price indexes are for the time period December 1985 to December 1986. For the other 10 SMSA the time period from November 1985 to December 1986 was used. The updated LLSIL figures for these MSAs, and 70 percent of the LLSIL, rounded to the nearest ten, are set forth in Table 3 below.

TABLE 3.—LOWER LIVING STANDARD INCOME LEVEL—25 MSA's

MSA	Updated 1987 LLSIL	70 percent of LLSIL
Anchorage, AK	$26,130	$18,290
Atlanta, GA	17,540	12,280
Baltimore, MD	18,380	12,870
Boston, MA	19,820	13,870
Buffalo, NY	17,460	12,220
Chicago, IL/Northwestern, IN	18,710	13,100
Cincinnati, OH/KY/IN	18,450	12,920
Cleveland, OH	18,890	13,220
Dallas-Fort Worth, TX	16,870	11,810
Denver-Boulder, CO	18,490	12,940
Detroit, MI	17,420	12,190
Honolulu, HI	23,950	16,770
Houston, TX	16,350	11,450
Kansas City, MO/KS	17,790	12,450
Los Angeles/Long Beach/Anaheim, CA	19,670	13,770
Milwaukee, WI	17,930	12,550
Minneapolis-St. Paul, MN	17,760	12,430
New York, NY/Northeastern, NJ	19,310	13,520
Philadelphia, PA/NJ	18,460	12,920
Pittsburgh, PA	18,150	12,710
San Diego, CA	19,860	13,900
San Francisco-Oakland, CA	19,770	13,840
Seattle-Everett, WA	19,570	13,700
St. Louis, MO/IL	17,950	12,570
Washington, DC/MD/VA	20,560	14,390

Table 4 below is a listing of each of the various figures at 70 percent of the updated 1987 LLSIL for family sizes of one to six persons. For families larger than six persons, an amount equal to the difference between the six and the five-person family income levels should be added to the six-person family income level for each additional person in the family. Where the poverty level for a particular family size is greater than the corresponding LLSIL figures, the figure is indicated in parentheses.

(Section 4(8) of JTPA defines "economically disadvantaged" as, among other things, an individual whose family income was not in excess of the higher of the poverty level or 70 percent of the LLSIL. Poverty level guidelines were transmitted to the States on April 6, 1987.)

TABLE 4.—SEVENTY PERCENT OF UPDATED 1987 LLSIL, BY FAMILY SIZE

One	Two	Three	Four	Five	Six
($4,090)	$6,710	$9,210	$11,370	$13,420	$15,690
(4,120)	6,760	9,270	11,450	13,510	15,800
(4,250)	6,970	9,570	11,810	13,940	16,300
(4,350)	7,130	9,780	12,080	14,250	16,670
(4,380)	7,170	9,850	12,160	14,350	16,780
(4,390)	7,190	9,870	12,190	14,380	16,820
(4,400)	7,220	9,910	12,230	14,430	16,880
(4,420)	7,250	9,950	12,280	14,490	16,950
(4,480)	7,340	10,080	12,440	14,680	17,170
(4,480)	7,350	10,080	12,450	14,690	17,180
(4,520)	7,400	10,170	12,550	14,810	17,320
(4,530)	7,420	10,180	12,570	14,830	17,350
(4,550)	7,460	10,240	12,640	14,920	17,440
(4,580)	7,500	10,300	12,710	15,000	17,540
(4,610)	7,550	10,370	12,800	15,100	17,660
(4,630)	7,590	10,420	12,870	15,190	17,760
(4,650)	7,620	10,470	12,920	15,250	17,830
(4,660)	7,630	10,480	12,940	15,270	17,860
(4,720)	7,730	10,610	13,100	15,460	18,080
(4,740)	7,770	10,670	13,170	15,540	18,170
(4,760)	7,800	10,710	13,220	15,600	18,240
(4,770)	7,810	10,720	13,240	15,620	18,270
(4,800)	7,860	10,790	13,320	15,720	18,380
(4,870)	7,980	10,950	13,520	15,950	18,660
(4,930)	8,080	11,100	13,700	16,170	18,910
(4,960)	8,120	11,150	13,770	16,250	19,000
(4,980)	8,170	11,210	13,840	16,330	19,100
(5,000)	8,190	11,240	13,880	16,380	19,150
(5,000)	8,200	11,260	13,900	16,400	19,180
(5,180)	8,490	11,660	14,390	16,980	19,860
(5,490)	8,990	12,340	15,240	17,980	21,030
(6,040)	9,890	13,580	16,770	19,790	23,140
(6,210)	10,170	13,960	17,240	20,340	23,790
(6,580)	10,790	14,810	18,290	21,580	25,240

*Figures provided in Tables 1-3 of this notice are for a family size of four persons. To use Table 4, the appropriate figure should be found in the family size of the *Four* column. Then one may read across the row for family sizes other than four in the appropriate columns.

Use of These Data

Based on these data, Governors should provide the appropriate figures to service delivery areas (SDAs), State Employment Security Agencies (SESAs) and employers in their States to use in determining eligibility for JTPA and TJTC programs. Information may be provided by disseminating information on MSAs and metropolitan and nonmetropolitan areas within the State, or it may involve further calculations. For example, the State of New Jersey may have four or more figures: Metropolitan, nonmetropolitan, for portions of the State in the New York City MSA, and for those in Philadelphia MSA. If an SDA includes areas that would be covered by more than one figure, the Governor may determine which is to be used. Pursuant to the JTPA regulation at 20 CFR 627.1, guidelines' interpretations, and definitions adopted by the Governor shall be accepted by the Secretary to the extent that they are consistent with the JTPA and the JTPA regulations.

Disclaimer on Statistical Uses

It should be noted that the publication of these figures is only for the purpose of determining eligibility for applicable JTPA and TJTC programs. BLS has not revised the lower living family budget since 1981, and has no plans to do so. The four-person urban family budget estimates series has been terminated. The CPI adjustments used to update the LLSIL for this publication are not precisely comparable, most notably because certain tax items were included in the 1981 LLSIL but are not in the CPI. Thus, these figures should not be used for any statistical purposes, and are valid only for eligiblity determination purposes under the JTPA and TJTC.

Signed at Washington, DC, this 2nd day of July, 1987.

Roger D. Semerad,

Assistant Secretary of Labor.

[FR Doc. 87-15944 Filed 7-13-87; 8:45 am]

BILLING CODE 4510-30-M

Job Training Partnership Act (JTPA); Revised Application of Selective Service Registration Requirements in Section 504 of JTPA to Individuals 26 Years of Age or Older

AGENCY: Employment and Training Administration, Labor.

ACTION: Notice.

SUMMARY: This notice advises States and Service Delivery Areas (SDAs) of new requirements pertaining to the provisions of JTPA Section 504.

FOR FURTHER INFORMATION CONTACT: Mr. Robert N. Colombo, Director, Office of Employment and Training Programs, Room N4703, 200 Constitution Avenue, NW., Washington, DC 20210; Telephone: (202) 535-0577.

EFFECTIVE DATE: The policies described in the notice were sent out to the Governors by Training and Employment Guidance Letter No. 2-86, effective on March 19, 1987.

SUPPLEMENTARY INFORMATION: Section 504 of JTPA directs the Secretary of Labor to insure that each individual participating in any program established under the Act or receiving any assistance or benefit under the Act has not violated section 3 of the Military Selective Service Act, which requires all males to register for the draft upon their 18th birthday. In November 1986 the Military Selective Service Act was amended by section 1366 of the National Defense Authorization Act for Fiscal Year 1987. As a result of a new statutory requirement dealing with individuals now above the draft eligibility age limit of 26, it is necessary to issue revised procedures for determining the qualifications of otherwise eligible males, 26 years of age and older, to participate in programs funded under JTPA.

Earlier Department of Labor (DOL) issuances on Section 504 provisions have included:

A September 30, 1983 letter from Joyce A. Kaiser to JTPA Liaisons transmitting a technical assistance guide outlining options for developing procedures to implement section 504 of the JTPA;

An April 24, 1984 letter from Joyce A. Kaiser to JTPA Liaisons transmitting a Selective Service System (SSS) publication describing the JTPA/SSS Pilot Program and information guidelines; and Training and Employment Information Notice (TEIN) No. 15-86 of November 17, 1986.

1. *Background.* The National Defense Authorization Act for Fiscal Year 1987, which was signed into law on November 14, 1986, amended section 12 of the Military Selective Service Act to add a new subsection, as follows:

> (g) A person may not be denied a right, privilege, or benefit under Federal law by reason of failure to present himself for and submit to registration under section 3 if—
>
> (1) the requirement for the person to so register has terminated or become inapplicable to the person; and
>
> (2) the person shows by a preponderance of the evidence that the failure of the person to register was not a knowing and willful failure to register.

The accompanying Conference Report clarified "that a nonregistrant is not to be denied any Federal benefit if he can demonstrate that his failure to register was not knowing or willful." This provision was added "in order not to penalize an individual with an obvious disqualifying handicap, such as total paralysis of the limbs, or an individual who has been honorably discharged from the armed services."

As a result of this new statutory requirement, it is necessary to revise the procedures for determing the qualifications of otherwise eligible males, 26 years of age and older, to participate in programs funded under JTPA.

2. *Revised Policy.* Effective immediately, in determining the qualifications of males to participate in JTPA programs, the following steps should be followed:

a. For males who are at least 18 years of age but less than 26 years of age, the current procedures should continue to be used. That is, a determination should be made as to whether such males have complied with section 504 of JTPA.

b. For males 26 years of age and older a three-step process should be followed.

(1) A determination shall be made as to whether the male has complied with section 502 of JTPA and section 3 of the Military Selective Service Act. The same procedures as are used for making such a determination with respect to males 18 to 25 may be used.

If the male has complied with the above cited sections, no further action is necessary and an otherwise eligible male may participate in JTPA programs.

If the male has not complied, the following determination must be made.

(2) A determination shall be made as to whether the male has received an honorable discharge from the U.S. military services. If the male has received an honorable discharge from the military, no further action is necessary and an otherwise eligible male may participate in JTPA programs. Appropriate documentation would include making a copy of the individual's military discharge (Form DD-214) for the intake record.

If the male does not have an honorable discharge, the following determination must be made.

(3) A determination shall be made as to whether the male has a visible or obvious handicap that would permanently disqualify him from military service. If the male has such a handicap, no further action is necessary and an otherwise eligible male may participate in the JTPA program. Appropriate documentation would include a notation of the type of

JTPA POVERTY INCOME GUIDELINES
(FEBRUARY, 1987)

ording to Section 4 (8) of the Job Training Partnership Act, the term economically disadvantaged means an individual who:

A. receives, or is a member of a family which receives, cash welfare payments under a Federal, State, or local welfare program,

B. has, or is a member of a family which has, received a total family income for the six-month period prior to application for the program involved (exclusive of unemployment conpensation, child support payments and welfare payments) which, in relation to family size, was not in excess of the higher of

   i. the poverty level determined in accordance with criteria established by the Director of the Office of Management and Budget, or

   ii. 70 percent of the lower living standard income level. . .,

C. is receiving food stamps . . .,

D. is a foster child on behalf of whom State or local government payments are made, or

E. in cases permitted by regulations of the Secretary, is an adult handicapped individual whose own income meets the requirements of clause (A) or (B), but who is a member of a family whose income does not meet such requirements.

1987 Poverty Income Guidelines for all States (Except Alaska and Hawaii) and the District of Columbia

Size of family unit	Poverty guideline
1	5,500
2	7,400
3	9,300
4	11,200
5	13,100
6	15,000
7	16,900
8	18,800

For family units with more than 8 members, add 1,900 for each additional member.

INCOME ELIGIBILITY SCALE FOR FREE OR REDUCED-PRICE MEALS OR FREE MILK

Effective for the 1987-88 School Year

Household Size: Parents, Children and Other Household Members	Income Eligibility Scale for Free Meals or Free Milk			Income Eligibility Scale for Reduced-Price Meals		
	B			C		
A	Weekly	Monthly	Annually	Weekly	Monthly	Annually
1	$ 138.00	$ 596.00	$ 7,150.00	$196.00	$ 848.00	$10,175.00
2	185.00	802.00	9,620.00	264.00	1,141.00	13,690.00
3	233.00	1,008.00	12,090.00	331.00	1,434.00	17,205.00
4	280.00	1,214.00	14,560.00	399.00	1,727.00	20,720.00
5	328.00	1,420.00	17,030.00	467.00	2,020.00	24,235.00
6	375.00	1,625.00	19,500.00	534.00	2,313.00	27,750.00
7	423.00	1,831.00	21,970.00	602.00	2,606.00	31,265.
8	470.00	2,037.00	24,440.00	669.00	2,899.00	34,780.00
Each Additional Household Member	+48.00	+206.00	+2,470.00	+68.00	+293.00	+3,515.00

To receive free or reduced-price meals or free milk, the total household income applicable to household size must be equal to or less than that indicated in column B for free meals or, at local option, free milk. To qualify for reduced-price meals, the household income must be equal to or less than that indicated in column C and greater than that in column B for the applicable household size.

HOW TO FIGURE GROSS MONTHLY INCOME

GROSS INCOME: THE TOTAL INCOME AMOUNT BEFORE TAXES, SOCIAL SECURITY, HEALTH BENEFITS, UNION DUES, OR OTHER DEDUCTIONS.

IF YOU ARE PAID:

1/WK	MULTIPLY GROSS PAY BY 52 & DIVIDE BY 12
1/2WK	MULTIPLY GROSS PAY BY 26 & DIVIDE BY 12
2X/MO	MULTIPLY GROSS PAY BY 2
1X/MO	USE GROSS PAY
1/3MO	DIVIDE GROSS PAY BY 3
1/6MO	DIVIDE GROSS PAY BY 6
1/YR	DIVIDE GROSS PAY BY 12